



Student exam pack

T Level Technical Qualification in Health

Teaching from September
2021; up until September
2023

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Introduction

If you are a student studying the T Levels in Health and Science (Health pathway) and preparing for core exams, then this support pack is for you.

We know that the exams can seem daunting, and there are so many points to consider and skills to develop, but we at NCFE are here to help. This support pack contains guides and activities on various areas to help with your exam preparation, as a supplement to your classes, and will support your independent learning. The support ranges from exam techniques, information about the quality of written communication (QWC), a framework for extended-response questions (ERQs) and more. In addition to guides, this pack contains some activities in each section.

We do not recommend going through all sections at once as the information can be a lot to digest. The first section is a self assessment; this is a good place to start to identify areas where you would benefit from more developing or seeking further support. We recommend you start with these key areas and then work through the others step by step. Some sections may be new learning, whilst others are revision – all can help support you in your exam preparation!

Self-assessment

In each of the areas, give yourself a RAG rating (red – R, amber – A or green – G). Rate yourself ‘red’ if you are not confident, ‘amber’ if you have some confidence and ‘green’ if you are very confident. Once you have completed a section of this pack come back and rate yourself again, saying why you have given yourself that rating. If you are still on red or amber, what are your next steps to turn this to a green?

Area	Rating before		Rating after		Next steps
	RAG	Why?	RAG	Why?	
Exam key terms and requirements					
Key terminology					
Exam techniques					
Quality of written communication (QWC)					
English: foundations					
Mathematics: foundations					

Area	Rating before		Rating after		Next steps
	RAG	Why?	RAG	Why?	
Tips for exams					
Multiple-choice questions (MCQs) top tips					
Short-answer questions (SAQs) top tips					
Extended-response questions (ERQs) top tips					
Identifying the relevant knowledge and applying correctly to context					

Exam key terms and requirements

Assessment objectives (AOs)

The exam papers have been designed to assess 3 assessment objectives (AOs) detailed below.

AO1

AO1 assesses the demonstration of the knowledge and understanding of contexts, concepts, theories and principles in healthcare. Multiple-choice questions (MCQs), or some questions that just need a one-word or one-sentence answer, would be examples of questions that only assess this objective.

AO2

AO2 assesses the application of knowledge and understanding of contexts, concepts, theories and principles in healthcare to different situations and contexts. Questions can include completely new and unfamiliar situations and contexts, but the knowledge and principles that have been taught would still apply to this new situation in the question. Many short-answer questions (SAQs) can assess both AO1 and AO2, but some short-answer questions can also assess AO3.

AO3

AO3 assesses the ability to analyse and evaluate information and issues related to contexts, concepts, theories and principles in healthcare to make informed judgements, draw conclusions and address individual needs. This might include considering the potential impacts the situation described in the question might have, any future considerations, comparing the pros and cons of a situation and justifying a decision – so it is about the careful consideration of a situation from multiple aspects, and then justifying any decisions or conclusions made.

Command verbs

One thing to look for in an exam question is the command verb, such as **state**, **explain**, **compare**, **evaluate** or **suggest**. Getting used to what the command verb is asking for should help to maximise the marks gained in the questions.

It is worth using as many command verbs as possible when revising for different parts of the content in preparation for the exams.

For example, when revising for pathogens, you could try to think of questions involving as many different command verbs as possible.

This can be from lower-demand questions, such as:

- **identify** and add labels to a diagram of areas of a bacteria cell, which is more of a recall of knowledge question as part of AO1
- **compare** viruses and bacteria and **assess** the suitability of conditions for different pathogens to survive, which is a more demanding question as part of AO3

Command verb table

Follow this link [T Level support materials command verbs](#) to access the different command verbs that will be in your assessments.

Key terminology

Here are some of the key terms from the T Level Technical Qualification in Health qualification specification. Once you have covered these areas, or for revision, write their definition in the space provided. There is space at the end for you to add any other terminology you feel would be useful.

Term	Definition
Core component section A: the health and science sector	
Accuracy	
Antimicrobial resistance	
Bereavement	
Cleaning	
Clinical effectiveness	
Conflict of interest	
Decontamination	
Disinfection	
End of life care	
Evidence-based practice	

Term	Definition
Expected death	
Grief	
Hospice	
Job description	
Palliative care	
Patient safety	
Person specification	
Personal protective equipment (PPE)	
Person-centred care	
Precision	
Preventative approaches	
Primary care	
Pro re nata (PRN)	

Term	Definition
Radicalisation	
Reliability	
Safeguarding	
Secondary care	
Standard operating procedure (SOP)	
Sterilisation	
Sudden/unexpected death	
Tertiary care	
Core component section B: Science concepts	
Alternating current	
Anatomic classification system	
Antibody	
Antigen	

Term	Definition
Carbohydrates	
Cardiovascular system	
Catalyst	
Collision theory	
Count-rate	
Digestive system	
Direct current	
Direct transmission	
Deoxyribonucleic acid (DNA)	
Electrical charge	
Electrical current	
Endocrine system	
Enzyme	

Term	Definition
Epidemiology	
Eukaryotic cells	
Excitation	
Genetics	
Genomics	
Half-life	
Homeostasis	
Indirect transmission	
Injury	
Integumentary system	
Ionisation	
Lipids	
Longitudinal wave	

Term	Definition
Monomer	
Musculoskeletal system	
Nervous system	
Physiological classification system	
Polymer	
Potential difference	
Prokaryotic cells	
Proteins	
Renal system	
Reproductive system	
Resistance	
Respiratory system	

Term	Definition
Ribonucleic acid (RNA)	
Semi-conservative replication	
Titration	
Topographic classification system	
Transverse wave	
Trauma	
Wave	
Other terminology	

Term	Definition

Exam techniques

Identify strengths and where to begin

Planning what order you are going to answer the questions in is an effective time management strategy. This will play to your strengths and help build your confidence. The exam papers are divided into 4 sections, with each section addressing different areas of the taught content. In advance of the exams, you should identify which section of the exam paper contains the content you feel most knowledgeable and confident in, and you should begin the exam with that section.

Use the table below to identify the content areas within the different sections of the exam paper and add your comments to each section, showing your strengths and weaknesses within the content, and how confident you are feeling. An additional column has been added to allow you to rank the order of the sections, from strongest to weakest.

Exam paper A

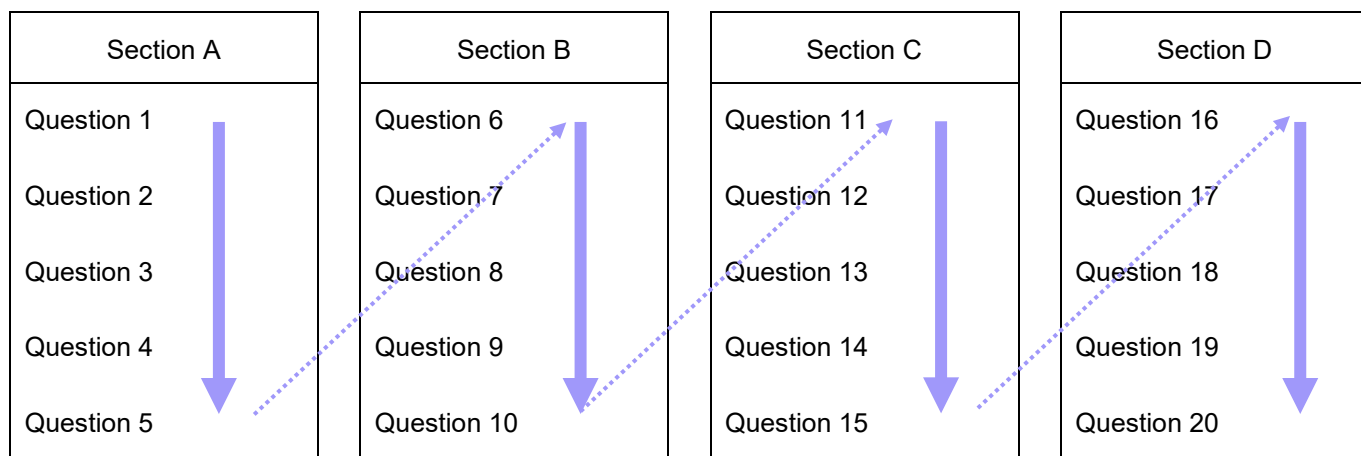
Exam section	Content assessed	Comments	Rank order
Section A			
Section B			
Section C			
Section D			

Exam paper B

Exam section	Content assessed	Comments	Rank order
Section A			
Section B			
Section C			
Section D			

Targeting the lower-demand questions

You may be used to taking the traditional approach to answering an exam paper, beginning at question 1 and answering each question in turn (question 2, followed by question 3, as illustrated below with the arrows).



However, each section of the exam paper begins with the lower-demand questions, with an increase in challenge and demand as you progress through the section. The exam papers have been designed this way intentionally, as beginning with lower-demand or 'easier' questions has been shown to help lower anxiety and settle you into the exam.

By changing your exam approach to the one illustrated below with the arrows, this can help you to secure more marks by addressing the less challenging questions first, rather than missing those opportunities if you had to spend more time on a more difficult question.

This approach will also allow you to 'pick and choose' (example on illustrated boxes below) between the higher-demand questions and those you feel most confident with. Higher-demand questions usually require a longer answer response.

Section A	Section B	Section C	Section D
Question 1	Question 6	Question 11	Question 16
Question 2	Question 7	Question 12	Question 17
Question 3	Question 8	Question 13	Question 18
Question 4	Question 9	Question 14	Question 19
Question 5	Question 10	Question 15	Question 20

Time management

Exam time management tips

1. Skim through the paper before you start
2. Budget your time for each question or section
3. Start on the questions or sections you find easiest
4. If you do not know the answer to a question, come back to it later
5. Make an outline for longer answer questions
6. Keep an eye on the clock
7. Taking the time to plan SAQ and ERQ answers helps with proofreading, for example, creating a mind map, lists and notes can help you structure your answers better
8. Stop and breathe

Quality of written communication (QWC)

Think about the **register** and **tone** of what you are going to write:

- what will be the tone/attitude of the writing? Think of extended-response questions (ERQs) as professional evaluations; therefore, the tone will always be formal

Proofread your writing for readability:

- check one area at a time
 - **spelling** – this includes looking for commonly confused words; for example, homophones such as **there**, **their** and **they're** or **practice** and **practise** – words that have the same pronunciation but a different meaning or spelling
 - be aware of your own 'common' mistakes, and check for these (for example, mistyping letters the wrong way round in certain words)
 - **punctuation** – you could take one area at a time, for example:
 - checking for correct use of capital letters
 - using a full stop to end a sentence
 - using commas to make meanings clearer and to separate clauses in a sentence
 - using colons to explain or expand on something
 - using apostrophes to show possession or omission
 - using a question mark when asking a direct question
 - **grammar** – have you written in full sentences? Have you used the correct subject-verb agreement and tense? Do you jump from past to present?
- ways to proofread:
 - place a ruler underneath each line as you read
 - proofread backwards (for example, start on the last paragraph)
- read your writing aloud or in your head when in exam conditions – put yourself in the reader's shoes
- proofread after you have answered the question and then again at the end of the assessment if there is time
- read slowly and carefully – do not skim read!

There are 3 marks available for quality of written communication (QWC) in ERQs – be aware of marking criteria and bands for QWC. In the example below, see the key words in bold to get the full 3 marks.

Mark	Descriptor
3	<p>The answer is clearly expressed and well-structured.</p> <p>The rules of grammar are used with effective control of meaning overall.</p> <p>A wide range of appropriate technical terms are used effectively.</p>
2	<p>The answer is generally clearly expressed and sufficiently structured.</p> <p>The rules of grammar are used with general control of meaning overall.</p> <p>A good range of appropriate technical terms are used effectively.</p>
1	<p>The answer lacks some clarity and is generally poorly structured.</p> <p>The rules of grammar are used with some control of meaning and any errors do not significantly hinder the overall meaning.</p> <p>A limited range of appropriate technical terms are used effectively.</p>
0	<p>There is no answer written or none of the material presented is creditworthy.</p> <p>OR</p> <p>The answer does not reach the threshold performance level. The answer is fragmented and unstructured, with inappropriate use of technical terms. The errors in grammar severely hinder the overall meaning.</p>

English: foundations

Why spelling, punctuation and grammar (SPaG)?

Spelling, punctuation and grammar (SPaG) enables us, as writers, to convey our thoughts in a way that our reader will find easy to understand.

Clear and accurate SPaG can make you appear more professional and get your message heard.

Employers are more likely to employ people who have good written communication skills.

Apostrophes

There are 2 types of apostrophes:

- A. **possession** – ownership/belonging (for example: 'The dog's toy')
- B. **omission** – where you leave out a letter (for example: 'I'm a student', instead of using 'I am')

In formal writing such as reports and articles, apostrophes for omission (for example: 'Can't' and 'don't') should be avoided to help keep the formal tone and register.

Apostrophes for possession often cause some confusion.

1. The dog's tail was fluffy.

Dog is a singular noun, so you need to add an apostrophe and 's' to show that the tail belongs to the dog.

2. James's dog was naughty.

James is a singular noun so, even though it ends in an 's' already, you need to add an apostrophe and another 's' to show that the dog belongs to James.

3. The brothers' feet were muddy.

This sentence is referring to more than one brother. Brothers is a plural noun that ends in an 's', so you don't add another 's' after your apostrophe. You can just add an apostrophe to show the feet belong to the brothers.

4. The children's toys were broken.

Children is a plural noun, but it does not end with an 's', so you need to add an apostrophe and an 's' to show that the toys belong to the children.

The following activity is for you to try to recap apostrophes for omission and possession, as well as identifying if they are singular or plural.

Apostrophe activity

You will find the answers to all activities in the appendix of this pack.

Add the apostrophe	Possession/omission	Singular or plural?
My dads name is Amir.		
Pauls dog is very cute.		
I read the research its apparently Harmans Theory of aging.		
Antonios grandma speaks English, Italian and Arabic.		
My sisters friend is coming to visit in an hour.		
Im not sure, but I think the physiotherapists are meeting next week.		
The hospitals strategy.		
The Childrens Hospital.		
Hes the friend I spend the most time with.		
Thats Davids pen, he must have forgotten it.		
The swimmers families cheered them on.		

Using the correct word

Sometimes words can be confusing as they sound the same but have different spellings and meanings. Below are some words that are often confused, with an activity to help secure understanding of the meanings.

It's or its?

It's: This is a shortened form of 'it is' or 'it has' and is known as a contraction, for example: 'It's a sunny day'.

Its: This is a possessive form of the pronoun 'it', meaning that it belongs to it, for example: 'The book is better than its cover'.

The dog had eaten all _____ dinner.

'_____ been a fantastic day', she exclaimed.

The dog licked _____ paw.

Let me know when _____ ready.

I or me?

I: This is the subject and used when speaking or referring to the person or doing the action, for example: 'Ahmed and I handed out the books', or 'I gave Molly a lift to work'.

Me: This is used when the person speaking is receiving the action, for example: 'Me and Anna are going to see a movie tonight,' or 'Josh carried me'.

Who else will be coming to the cinema with John and _____?

The children and _____ were sitting on the settee.

Whose or who's?

Whose: This means belonging to whom, for example: 'Whose jumper is this'?

Who's: This is a contraction (shortened form) of the words 'who is' or 'who has', for example: 'Who's going to the party'?

_____ shoes are these?

_____ left their shoes in the doorway again?

I do not know _____ number this is.

Do you know _____ singing this song?

Accept or except?

Accept: This is a verb and means to receive something, for example: 'I accept this gift'.

Except: Is a preposition meaning 'not including' (excluding or with the exception of), for example: 'We are open every day except Sundays'.

I _____ your apology.

No dogs allowed _____ guide dogs.

Everyone _____ the nurses need to attend.

They do not _____ credit cards in the shop.

Practice or practise?

Practice: This is a noun and is used for a name or word, for example: 'The Happy Health Medical Practice'.

Practise: This is a verb and is used when doing something, for example: 'I am going to practise football'.

I am going to visit the new medical _____.

I must _____ my breathing techniques.

On a Friday, the children _____ handwriting.

The injection is given at your doctor's _____.

Affect or effect?

Affect: This is a verb and means to have an impact on or change, for example: 'Poverty can affect anyone'.

Effect: This is a noun and is the result of a change, for example: 'Computers have had a huge effect on our lives'.

Does the medication _____ the symptoms of the patient?

The new medication has no _____ on glucose.

Advise or advice?

Advise: This is a verb and means to recommend or give information, for example: 'I advise you to stay at home'.

Advice: This is a noun an opinion or recommendation offered as a guide to action, for example: 'My advice is to sell your car'.

My _____ would be to visit your GP.

I _____ that you stop smoking.

I asked the doctor for some _____.

Scientists _____ that you wear a mask.

Allowed or aloud?

Allow/Allowed: This means giving permission or making something possible, for example: 'He was allowed to take his dog into the shop'.

Aloud: This means to say something loudly so others can hear you, for example: 'The teacher read aloud from the book'.

You are not _____ in the restricted area.

The process of learning clinical reasoning may be assisted by using think _____.

The patient was _____ to go home.

She read the instructions _____.

Activity

Create an example sentence showing the correct use of each of the following words.

Word	Meaning	Sentence example
Past	Gone in time/no longer.	
Passed	To indicate movement.	
Advice	A noun that means a suggestion about what you should do (a guide to action).	
Advise	A verb that means to suggest what should be done – to recommend/give information to someone (verb).	
Lose	To fail to win or keep possession of something.	
Loose	Adjective: not tight, not attached or Verb: to free something or someone.	
Affect	To influence something.	
Effect	The result – it represents the end and a good way to remember is both start with an 'e'.	
Infer	To come to a conclusion, make an educated guess.	
Imply	To suggest and/or hint at.	

Tenses activity

There are 3 main tenses in English: past, present and future.

The past describes things that have already happened, for example: 'I went on a park run last week'.

The present tense describes things happening right now, for example: 'It smells delicious in the kitchen'.

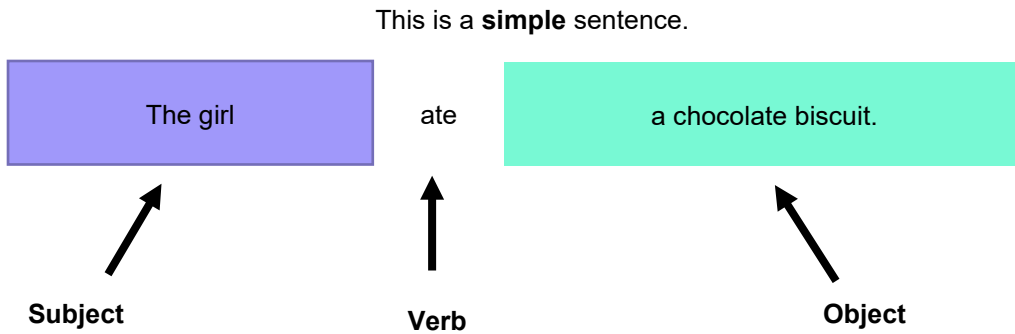
The future tense describes things yet to happen, for example: 'Next year I am going to Australia'.

Identify the tense of the following sentences.

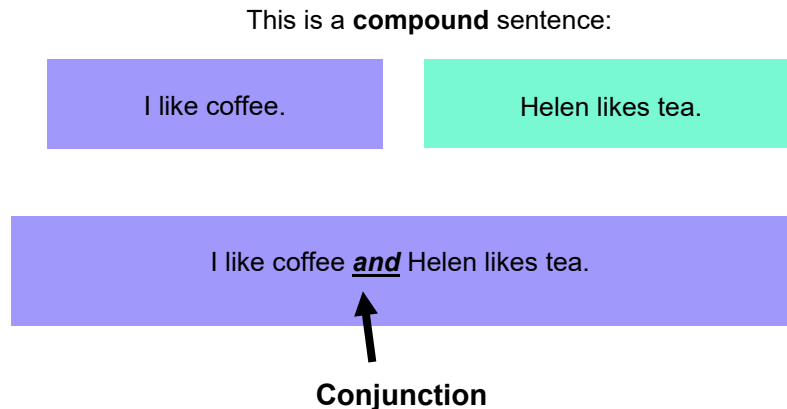
Sentence	Tense: past/present/future
1. We will go to the cinema on Saturday.	
2. Rashid is eating his lunch.	
3. Mario is walking to the shops.	
4. Viktoria slept all day yesterday.	
5. Mr and Mrs Perez are speaking Spanish.	
6. My parents flew from Gatwick airport.	
7. I am going to read a book.	
8. Elena is writing a story.	

Sentences

This is an example of a **main** clause. It is a complete sentence and makes sense by itself.

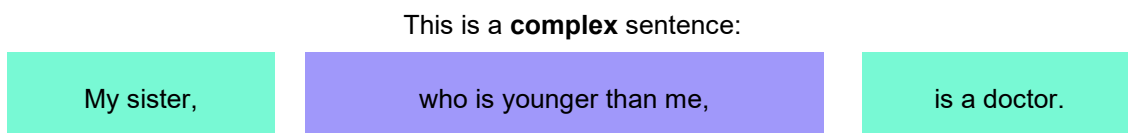


A compound sentence **connects 2 independent clauses, usually with a coordinating conjunction like 'and', 'or', or 'but'**. They combine 2 or more self-sufficient and related sentences into a unified single sentence.



Complex sentences are formed by adding a **subordinate clause** to a main clause.

Subordinate clauses add information to the main clause.



For example: 'Who is younger than me' is a subordinate clause as it adds more information to the sentence but **does not make sense on its own**.

A subordinate clause must be separated from the main clause using punctuation (usually a comma).

Sentence activity

What is the sentence type: simple, compound or complex?

Sentence	Type
Molly, who is 2 years younger than me, was not allowed to go.	
It was a very sunny day.	
They did not like the food, so they left the restaurant.	
The boy was crying because he had fallen.	
Ahmed, while others had to stand, managed to find a chair.	
I have a dog called Toby.	

Mathematics: foundations

Mathematics is an important part of all T Levels and indeed, any health role. We use mathematics when calculating doses, to communicate information such as disease statistics, and to determine if treatments are working effectively, amongst other purposes. To ensure that you have the confidence for math exam questions in your core exams, there is a [Understanding and using formulae in your exam](#) student pack to support you. Another important step in building your confidence in using math in your exam is understanding the different math competencies and how to demonstrate these.

General mathematical competencies (GMC)

All T Level students (regardless of subject) must develop 10 general mathematical competencies. These are:

- GMC1. Measuring with precision
- GMC2. Estimating, calculating and error spotting
- GMC3. Working with proportion
- GMC4. Using rules and formulae
- GMC5. Processing data
- GMC6. Understanding data and risk
- GMC7. Interpreting and representing with mathematical diagrams
- GMC8. Communicating using mathematics
- GMC9. Costing a project
- GMC10. Optimising work processes

You will find that there are specific questions within the external assessments that assess against these competencies; however, it is important to consider how mathematics is assessed within your employer set project (ESP).

The table below can be used to guide your focus when it comes to considering how you would demonstrate the general mathematical competencies (GMC):

General mathematical competency	Examples of how GMC is applied to the health and science T Level
GMC1. Measuring with precision	Measuring with precision can include: <ul style="list-style-type: none"> • choosing the correct equipment for the task • the units and scale of the measurement needed • taking account of any errors, such as zero errors and any minor faults with equipment • how this zero and systematic error could be affected with further calculations; the error could get compounded

General mathematical competency	Examples of how GMC is applied to the health and science T Level
	<ul style="list-style-type: none"> reading calculator screens and choosing the appropriate number of significant figures/decimal places
GMC2. Estimating, calculating and error spotting	<p>The estimation, calculating and error spotting competency can require:</p> <ul style="list-style-type: none"> understanding and knowledge of the context in order to find appropriate solutions to calculations using rules of thumbs when making estimations – for example, an extra inch of height adds 5 pounds of weight getting a sense check of any calculations performed, so you can be reassured your answer is in line with the expected solution
GMC3. Working with proportion	<p>Working with proportions can include:</p> <ul style="list-style-type: none"> using numbers, ratios and percentages, for example, but also graphical representations, determining trends/patterns an understanding of direct proportion and inverse proportion, such as in graphs, numbers or qualitative descriptions applying proportionality to make predictions and draw conclusions.
GMC4. Using rules and formulae	<p>Using rules and formulae includes:</p> <ul style="list-style-type: none"> knowledge and understanding of how to use rules and formulae given in the qualification specification general rules as well, such as area and volume calculations, hierarchy of operators for multiplication, division, brackets, addition (BIDMAS) being able to use formula to find different quantities by rearranging equations taking account of units and dimensions, and the effect when performing calculations.
GMC5. Processing data	<p>Processing data can include:</p> <ul style="list-style-type: none"> how the data is collected to begin with what technology, such as spreadsheets, is used to process the data how the data is represented and processed such as tables or chart/graph form being able to interpret already processed data, such as drawing conclusions from provided graphs
GMC6. Understanding data and risk	<p>Understating data and risk can include:</p>

General mathematical competency	Examples of how GMC is applied to the health and science T Level
	<ul style="list-style-type: none"> • knowledge and understanding of how data is sourced, for example primary, or secondary sources • being able to critically evaluate data • making predictions and drawing conclusions from data • considering how data was generated, for example sample sizes, data source in terms of possible bias
GMC7. Interpreting and representing with mathematical diagrams	<p>Interpreting and representing with mathematical diagrams include:</p> <ul style="list-style-type: none"> • the creation of suitable diagrams, charts and infographics, for example • being able to interpret diagrams and charts • using technology in their production and setting suitable scales, trend lines.
GMC8. Communicating using mathematics	<p>Communicating with mathematics includes:</p> <ul style="list-style-type: none"> • the use of calculations and diagrams to represent your findings and support your conclusions/judgements • using different methods for different audiences, such as information for the general public versus information for professionals/specialists
GMC9. Costing a project	<p>Costing of a project can include:</p> <ul style="list-style-type: none"> • financial planning, considering the various costs involved, such as equipment, space, time, resources, labour • being able to justify a budget for a certain project • taking into account risks that could potentially impact on any plans
GMC10. Optimising work processes	<p>Optimising work processes can include:</p> <ul style="list-style-type: none"> • identifying problems from data gathered, such as time requirements, efficiency, financials • suggestions for improvements and any resulting calculations, such as the amount of time saved, how it would affect resources/equipment costs • gather data to analyse the impact that the changes have and evaluate said impact

Tips for exams

Here are some tips to think about when taking an exam and making sure you are prepared.

Top 10 tips to get you started

1. Read the question more than once.
2. Make notes of keywords in the questions – you could underline or highlight these to remind you to define or use them in your answer.
3. Look at how much space you have been given for the response, if there is a big space it means it will require an extended or in-depth answer.
4. Take a note of the number of marks the question has – the bigger the mark, the more detail required.
5. Remember, you do not have to do the exam in a sequenced order – if you do not know an answer, move on to another question and go back to any unanswered questions once you have answered all the questions you know.
6. Take note of plural words in questions – it may be asking for more than one, for example, what are the effects of smoking and age?
7. If you have mathematics questions, set them out correctly, show working out and add units – this can be useful if you input incorrectly into a calculator or if you get an incorrect answer; you could still be awarded marks for the method and working out.
8. What verb is being used in the question? Is it asking you to describe, explain, identify, justify, or assess? Each verb has a different meaning, so how and what you respond with will depend on this.
9. Plan long response questions so they are constructed in a way that answers the question (for example, quite often people just write everything they know about the topic and the question is left unanswered).
10. Do not leave blank responses – if you cannot think of an answer but know something about the topic, by writing something this gives you the opportunity of being awarded some marks rather than 0 if it is not attempted.

Health top tips

Following on from the top 10 tips to get you started, here are some top tips that apply specifically to the Health exams:

- use the context of the question to identify which specific area of health is being assessed (for example, is the question relating to regulations within healthcare settings or is it a question relating to regulatory bodies, such as the Health and Care Professions Council?)
- double check the terminology that has been used to ensure you are answering the question correctly (for example, the use of the term 'antimicrobial stewardship' might be taken to mean growing microbes, when in fact it is about the effective use of antimicrobials that work against microbes)

- if you are not sure on the context of the question, use key words to identify the content being assessed (for example, if the question includes the term 'ionisation', use this to link the answer to what you know about particles and radiation)
- provide clear and precise responses, avoid irrelevant details, and focus on directly addressing the question asked
- develop a strong understanding of key health concepts, such as data protection regulations (for example, GDPR) and health and safety practices, as this is important to answer related questions accurately
- strengthen your logical reasoning skills to provide reasoned judgements and conclusions in response to extended questions
- **think critically and apply knowledge to real world scenarios, especially in questions related to healthcare practises and patient care; develop the ability to interpret data and information effectively**
- **build a comprehensive knowledge base in healthcare practices, including healthcare sector developments, patient care, and data protection**
- **develop a strong understanding of key scientific concepts**
- **strengthen your critical evaluation skills for scientific statements and conclusions.**

Tips for different types of exam questions

Multiple-choice questions (MCQs) top tips

Now some handy tips around multiple-choice questions (MCQs), first and foremost, read the MCQ in its entirety before looking at the answer options, do not go to the answers first.

Tip 1: question requirements

The first thing to check is what the question is asking you to address, as there can be some examples which could easily be missed.

- which option would be **unsuitable** for the situation described?
- which of the following is **not subject** to...
- calculate the **reduction** in...
- choose the **direct** transmission methods for...
- which **primary** sources of research should be used for...

Some questions can be asking for the opposite of what might be expected, and spotting these will be important:

- identifying features, principles, regulations that **do not apply** in certain situations
- performing a calculation for an alternative value than what is usually determined, such as a calculation that calculates an increase in something – but the question wants to know the decrease – so remembering to take that one additional step
- has the scope of the question been narrowed? For example, a question about transmission of disease – is it all transmission types or just direct or indirect transmission types?
- is a question about the properties of materials asking about all properties, or just the chemical or physical properties?
- is a question about the pathogens asking about all pathogens, or just bacteria or viruses?

Circling and highlighting this key information on the exam paper is encouraged and will help ensure the question is correctly addressed.

Tip 2: try before checking

Another tip is to answer the question before looking at the options to choose from.

This can help to confirm your choice before answering, or if that option isn't available then it should serve as a prompt to re-read the question carefully.

This applies to calculations too; perform the calculation needed and get the answer first and then check the options.

Be aware of similar options.

For example, with calculations, some of the values might be similar but the units are different.

Choose the correct option
A. 45kg
B. 45ml
C. 45m

There may be more than 1 option, so circle or highlight any possible candidates (for example, choose 1 option, tick 2 boxes, or choose all that apply).

Sometimes, but not always, the number of marks available will indicate the number of options to choose.

Tip 3: elimination

Choose the correct option
A. Option 1 ✗
B. Option 2 ?
C. Option 3 ?
D. Option 4 ✗

Finally, even if you do not know what the right answer is, you may know what the wrong answers are.

Start to think about the question and rule out different options.

It is worth noting this on the paper so you can refer back to it. Then just by considering the remaining choices and carefully re-reading the question it could help to gain the marks.

Study tips for multiple-choice questions (MCQs)

Take a range of sample questions to explore this process. This will increase your confidence when choosing the correct answer from your own knowledge base.

Write your own MCQs as part of a revision activity. You could do this with peers, where you could each write MCQ's to explore existing knowledge, then provide answer choices which could be correct or incorrect.

Multiple-choice questions (MCQs) in health exams

Example multiple-choice question (MCQ)

Here is a biology multiple-choice question (MCQ in relation to epidemiology).

In epidemiology, which **one** of the following best describes the difference between incidence and prevalence?

- A. Prevalence calculates the decline in new cases and incidence focuses on the rise of existing cases.
- B. Prevalence focuses on using smaller relevant data whereas incidence focuses on incidents creating data.
- C. Prevalence is the analysis of existing cases and incidence analyses new cases.
- D. Prevalence is the analysis of new cases and incidence analyses existing cases.

[1 mark]

The question covers assessment objective AO1, which assesses the demonstration of the relevant knowledge, understanding of contexts, concepts, theories and principles in healthcare science. This is a 1-mark question therefore, only 1 answer from the options is correct. Now we are going to apply the following tips to this example.

Tip 1: question requirements

What is the question asking you to address? This could be done by highlighting key words (highlighted in yellow below) within the question.

In epidemiology, which **one** of the following best **describes** the **difference** between **incidence** and **prevalence**?

By highlighting the key words in the question, you can identify the words you are looking for within the answer. Describing the difference between incidents and prevalence.

Tip 2: try before checking

Answer the question before checking the options. First think about what incident and prevalence are in epidemiology.

You may know the following:

- prevalence is the analysis of existing cases
- incidence analyses new cases

If you have prior knowledge of the definitions when you check the options, it will be clear to see the correct option is **C**, prevalence is the analysis of existing cases and incidence analyses new cases.

Tip 3: elimination

Based on the reasoning above, you can now check the answers and eliminate any answers that are incorrect, for example:

You may know that prevalence and incidences in epidemiology are about analysis of cases, which would rule out option A and option B.

~~**Option A** Prevalence calculates the decline in new cases and incidence focuses on the rise of existing cases.~~

~~**Option B** Prevalence focuses on using smaller relevant data whereas incidence focuses on incidents creating data.~~

You then have option C and D left.

Option C Prevalence is the analysis of existing cases and incidence analyses new cases.

Option D Prevalence is the analysis of new cases and incidence analyses existing cases.

Re-read the question to confirm what it is asking for and the difference between them. If you were unsure of what they are in epidemiology you may think about in general. What does prevalence and incident mean?

General meaning:

- prevalence – commonness
- incident – an instance of something happening

If you know what these general terms mean, you could think about what the best option is in relation to epidemiology. An incident in general terms is about something happening, this means option **C** would fit with this as it is about analysing 'new cases'.

Multiple-choice question (MCQ) activity

Your turn to apply the above tips to this MCQ (answers in appendix A).

Which one of the following does the pH Scale measure?

- A. Hydrogen atoms
- B. Hydrogen compounds
- C. Hydrogen ions
- D. Hydrogen neutrons

Answer _____

[1 mark]

Short-answer questions (SAQs) top tips

Now, here are some tips around short-answer questions (SAQs). It is really important the question is read carefully. Here are a few things to look for:

- remember that SAQs require **short answers** – the marker is looking for very specific points in the answer and it is a waste of time to add extra information that wasn't asked for
- keep answers concise and to the point, focus on hitting all the points you need to and give examples if/where appropriate
- read carefully and think about what you should be showing in your answer – in SAQs you are probably being asked to demonstrate and apply knowledge and understanding
- take note of the important words and phrases in the question and rephrase the question's important terms in your answer – this should help to ensure you stay on topic and include the relevant points
- refer to the first point and use the marks available for each question to inform what you write – 2 marks normally means you should make 2 points, 3 marks you should make 3 points and so on, be aware of this and apply when you are answering this type of question
- practise different command verbs:
 - label the diagram of...
 - describe the basic features of...
 - compare the properties of...
 - assess the suitability of...
 - evaluate the use of...
- does the question have 2 parts or multiple command words, such as describe and explain – or explain and justify?
- know the style of questions you could be asked:
 - explain which method would be unsuitable for the situation described
 - calculate the reduction in...
 - evaluate the direct transmission methods for...
 - describe the actions you would take and the impact it would have
 - circling and highlighting this key information on the exam paper is encouraged and will help ensure the question is correctly addressed

Short-answer questions (SAQs) in health exams

Example short-answer question (SAQ)

Here is an example of a SAQ from health.

You are working in a hospital ward and have been asked to assist a female patient who is 4 hours post-op surgery. The patient needs to use the toilet. Due to the surgery, she is weak and unsteady on her feet.

Identify **one** possible hazard and for this hazard, give **one** way you could minimise the risk of harm.

[2 marks]

The first part of the question:

Identify one hazard covers assessment objective AO1, which assesses the demonstration of the relevant knowledge and understanding of contexts, concepts, theories and principles in healthcare.

The second part of the question:

Give one way of minimising the risk of harm covers AO2, which assesses the application knowledge and understanding of contexts, concepts, theories and principles in healthcare to different situations and contexts.

This is a 2-mark question with each of the parts of the question being awarded a mark each for the correct answers.

Tip 1: find the command verb in the question and identify context

Within this question the command verb is **identify**

For the identify part of the question the requirement is to:

Identify a possible hazard. The case study provides information that the patient is weak and unsteady on her feet so the hazard could be them walking to the toilet as they may fall.

For the second part of the question, you would use your identified hazard to think about how you could minimise the risk of them falling by walking to the toilet. This could be by them using a bed pan or taking the patient to the toilet in a wheelchair.

Tip 2: check what the question is asking to be addressed

Next, identifying the command word as **explain** tells you that you must set out the purposes or reasons that make something clear in relation to a particular situation.

Identify one possible **hazard** and for this hazard, **give one way** you could **minimise the risk of harm**.

By highlighting the key words in the question, you can clearly see that you are looking for an answer that identifies a hazard and gives a way to minimise the risk of harm for that hazard. The requirement of the question is that you answer the first part before being able to answer the second.

Tip 3: use plain and direct language

Applying the final tips from earlier, it is important to use plain and direct language when answering the question.

Use short, succinct statements to answer the question.

Tip 4: use the key words in the question to answer the question

One possible hazard is...

And

One possible way you could minimise the risk of harm for this hazard is...

These 2 statements together would achieve 2 marks.

Award 1 mark for identifying 1 hazard:

- waste coming into contact with practitioner's skin (1)
- injury to patient/practitioner when moving them (1)
- cross-contamination (1)
- patient falling (1).

Award 1 mark for 1 way of minimising the risk of harm (AO2):

- waste coming into contact with practitioner's skin:
 - rolling the patient on/off the bed pan (1)
 - placing a cover on the bed pan (1)
 - using a disposable apron/gloves/personal protective equipment (PPE) (1).
- injury to patient/practitioner when moving them to place/remove the bed pan:
 - getting the patient to lift their hips to position/remove the bed pan (1)
 - rolling the patient on/off the bed pan (1).
- cross-contamination when wiping the patient's genital area:
 - use disposable gloves (1)
 - let the patient wipe themselves (1)
 - patient falling as they walk to the toilet
 - using a bed pan (1)
 - taking the patient to the toilet in a wheelchair (1).

Accept any other appropriate responses.

Short-answer question (SAQ) activity

Your turn to apply the above tips to this SAQ (answers in appendix A).

A healthcare practitioner is supporting a patient who has reduced immunity following a transplant. The healthcare practitioner is taking the patient's temperature and blood pressure after they complained of feeling unwell.

Give **one** reason why it is important to ensure the information is accurate and explain a possible impact of not doing so.

[2 marks]

Answer:

Extended-response questions (ERQs) top tips

Extended-response questions (ERQs) written response tips

- read the question carefully and at least twice – what are you being asked to do?
- plan your response (for example, list, mind map – you could then number each of them in the order in which you are going to write about)
- use the command term in your response
- when writing your response keep checking to make sure you are still answering the question
- use well-structured sentences
- use subordinating conjunctions in your writing – using words such as *although*, *because*, *since*, *while* and *however* and words/phrases such as *furthermore*, *moreover*, *on the other hand*, *alternatively*, *by contrast*, *in comparison*, *despite this*, *nevertheless*, *notably*, *importantly* and *in conclusion*. This will help you to *analyse*.
- use subject specific terminology
- remember does the question include, cause and effect, structure, and function, why and how?
- key factors of evaluative writing – do you need to discuss the pros and cons or identify, and explore the strengths/weaknesses, bring in different/multiple perspectives and be both positive and critical
- if you do not know where to start, use the question to form your answer –this is something you could practise as a revision activity
- remember that for written answers, there are marks for the quality of the written work so apply careful proof reading and check for any mistakes

Common problems/issues

- apostrophes should only be used for omissions or to show possession
- plural nouns do not always need an apostrophe
- proper nouns need capital letters
- complex sentences need commas (in the correct place) to separate the main and subordinate clauses
- exploring formality, language, and tone of writing – especially to ensure clarity and suitability for audience/purpose
- commonly misspelt words in the industry/sector, including homophones
- using British English spellings rather than American English
- writing as we speak (for example, *should of* instead of *should have*)
- the suitability of contracted words in academic writing – keep it formal
- using punctuation to effectively clarify meaning, including colons, semi colons, hyphens (also using the Oxford comma)

If you are unfamiliar with any of the above terms, be sure to speak to your tutor!

Tips for extended-response questions (ERQs) key focus areas

Tip 1: practise different command verbs

Extended-response questions (ERQs) are often asking for similar information, with 3 common examples being:

1. The comparison of 2 processes, systems, regulations, or pieces of equipment for a given circumstance, with any response including justifications for the choices made
2. Examining the use or application of a process, system or regulation in each circumstance, again with those outcomes being justified
3. Finally, it could be about evaluating the impact of a change made to a process, system, regulation for a given circumstance, with those justifications being needed again

It is good to have as much practice as you can with a range of extended-response examples. Try to think of practice questions for the content areas, following a similar structure to those examples and using the higher-demand command verbs.

Higher-demand command verbs:

- **assess** the suitability of...
- **evaluate** the use of...
- **discuss** the implication of...
- **justify** the case for...

Tip 2: what to look for

The first thing is to check what the question is asking to be addressed, as there can be some examples that could easily be missed. A 3-step approach might be useful, as outlined below.

Step 1: identify the topic/content area that is being addressed?

Step 1 is to identify the content areas that the questions are addressing so relevant knowledge can be used; circling and highlighting on the paper is encouraged.

Step 2: identify the circumstances given in the question

The next step is to identify the circumstances, so if it is a comparison then what are the circumstances for this comparison? For example, comparing uses, durability or safety.

Step 3: check if there is a narrowed focus that the response should be refined to

The final step is to check if there is a particular focus that is being asked for. For example, if safety was the circumstances of the question, then check to see if there is a particular focus, such as public safety, patient safety, being safe from **direct** transmissions or diseases, or being safe from **indirect** transmissions of diseases.

If there is a narrowed focus, then the answer should revolve around that focus only.

Tip 3: planning the answer

Now that the question requirements have been determined, the answer can now be planned.

See the [framework for extended-response questions \(ERQs\)](#) section of this document for more details.

Tip 4: the importance of quality of written communication (QWC)

The last aspect is composing the final answer, many ERQs have 3 marks available for the quality of written communication (QWC).

These marks are independent to the knowledge marks, so it is possible to have an entirely incorrect response that will still gain 3 marks if it is well written.

There are 3 aspects to the QWC marks:

- firstly, the answer should have a good flow, an orderly structure (use paragraphs) and use unambiguous, plain English
- secondly, spelling, punctuation and grammar are also assessed (for example, using the correct subject-verb agreement and tense; the use of commas, full stops and capital letters)
- thirdly, the key terms; referring to the question – are there any key terms that the answer should include: any additional key terms from the content area that were noted during the planning, and does the use of these key terms enhance the clarity of the sentence?

See [quality of written communication \(QWC\)](#) section of this document for more details.

Extended-response questions (ERQs) in health exams

Example extended-response question (ERQ)

Here is an ERQ in relation to infection prevention and control in healthcare.

Discuss the practices used in hospitals for infection prevention and control to comply with the Control of Substances Hazardous to Health (COSHH) Regulations 2002 and the Hazardous Waste Regulations 2005.

Your discussion should include:

- explanations of the regulations
- the impact of not following these practices
- analysis of the external factors that could lead to these practices not being followed.

[9 marks, plus 3 marks for QWC]

The following assessment objectives are covered in the question:

- AO1: Demonstrate knowledge and understanding of contexts, concepts, theories and principles in healthcare
- AO2: Apply knowledge and understanding of contexts, concepts, theories and principles in healthcare to different situations and contexts
- AO3: Analyse and evaluate information and issues related to contexts, concepts, theories and principles in healthcare to make informed judgements, draw conclusions and address individual needs

For quality of written communication (QWC)

Provide an answer that is clearly expressed and well-structured in which the rules of grammar are used with effective control of meaning overall and a wide range of appropriate technical terms are used effectively.

Tip 1: check what the question is asking to be addressed

Discuss the practices used in hospitals for infection prevention and control to comply with the Control of Substances Hazardous to Health (COSHH) Regulations 2002 and the Hazardous Waste Regulations 2005.

By highlighting the content areas in the question, you can clearly see that you would need to show knowledge in your answer of infection prevention and control, Control of Substances Hazardous to Health (COSHH) Regulations 2002 and the Hazardous Waste Regulations 2005.

Tip 2: plan your answer

Use the notes section of the exam paper to plan how you will answer the question. You could include a table where you note down what you need to include within your answer, covering all the command verbs and content areas within the question to plan what you need to include within each content area.

For example, for this question you could make a table with the following headings:

Explanation of COSHH and Hazardous Waste Regulations	Discuss practices in hospitals for infection prevention and how these practises comply with COSHH (2002) and Hazardous Waste Regulations (2005)	Analyse external factors that could lead to these practices not been followed and discuss the impact of this

Tip 3: composing the final answer

Make sure the answer has a good flow and is structured in an ordered way.

For example, for this question you could structure the answer as follows:

1. Introduction – introduce what you will be covering within the answer
2. Explanation of COSHH Regulation 2002 and the Hazardous Waste Regulations
3. Discussion of practices in hospitals for infection prevention and how these practices comply with COSHH Regulation 2002 and the Hazardous Waste Regulations
4. Analysis of external factors that could lead to these practices not been followed and discussion of the impact of this
5. Summary – summarise what you have discussed in your answer

Check your spelling, punctuation, and grammar (SPaG) throughout your answer.

As this will also be assessed, so it is important to proofread your answer on completion.

Use a wide range of technical terms within your answer.

For this question ensure that you include the key technical terms that are within the question and any technical terms in relation to the content areas.

Extended-response question (ERQ) activity

Your turn to apply the above tips to the below ERQ (answers in appendix A).

Dorothy is a 68-year-old woman and has recently been diagnosed with type 2 diabetes. She typically consumes over 3000 kcal per day, is overweight and has a body mass index (BMI) in the obese range.

Dorothy enjoys gardening, baking and family time with her grandchildren. She relies on her car to get around, even locally, and does not take regular exercise.

In the evening, Dorothy likes to have a few glasses of wine whilst watching TV.

There are several lifestyle factors which are affecting Dorothy's health.

Evaluate the lifestyle changes that Dorothy could make to improve her diabetes and overall health and wellbeing.

Your response should demonstrate:

- justification for recommended lifestyle changes
- conclusions about the overall benefits of these lifestyle changes.

[9 marks, plus 3 marks for QWC]

Answer:

Framework for extended-response questions (ERQs)

The extended-response questions (ERQs) often have 3 common formats:

1. A comparison of something for a given scenario or circumstance
2. The use or application of something for a given circumstance
3. Changing or amending something for a given circumstance.

In many respects, you can consider most ERQs to be a pros and cons list, with you making the final judgement as to which approach is best with your justifications.

From reading the question you should try to identify:

- the topic/subject area the question is asking about
- the conditions or specific context for this question
- the question requirements, such as a comparison of 2 techniques for a given purpose

Once the above have been identified, then you should consider how you plan your answer, as the ERQs assess all 3 of the assessment objectives (AOs). Here are some of the key themes that you will need to address in the 3 AOs below:

- AO1: Demonstrating knowledge and understanding
- AO2: Applying knowledge and understanding
- AO3: Analysing and evaluating information

These questions can also have marks available for the quality of written communication (QWC), so having a coherent logical structure and using appropriate punctuation and grammar will be important too.

The question will state if there are marks available for the QWC, and it is worth checking for this to ensure you do not spend too much time focusing on the structure and grammar of your answer if there are not QWC marks available.

To help with this, you may want to begin with laying out the key information to include under different headings like the example below, which should help with planning your final response.

Facts	Application	Outcomes
What are the properties, characteristics, features?	What happens to those properties, characteristics, features in the given situation?	What decisions/conclusions have been drawn with justifications?

Here is a general example of how this approach can be applied to an ERQ.

An organisation wants to be able to condition. They are considering adopting either:

- **technique 1**
- **technique 2**

Evaluate the suitability of each approach.

Facts	Application	Outcomes
<p>Technique 1 facts, such as:</p> <ul style="list-style-type: none"> • properties • characteristics • features • equipment • regulation <p>Technique 2 facts, such as:</p> <ul style="list-style-type: none"> • properties • characteristics • features • equipment • regulation 	<p>How does the <u>condition affect technique 1</u> or vice versa, such as:</p> <ul style="list-style-type: none"> • will the properties have an impact? • are the features compatible for this condition? • any regulatory considerations for this condition? • any benefits and risks from the condition given? <p>How does the <u>condition affect technique 2</u> or vice versa, such as:</p> <ul style="list-style-type: none"> • will the properties have an impact? • are the features compatible for this condition? • any regulatory considerations for this condition? • any benefits and risks from the condition given? 	<p>Outline your final decision with justifications given.</p> <p>You may need to include the limitations of your conclusions too. For example, if there are aspects of the condition that your solution will not fully address, include your justifications as to why you believe it is still the best approach.</p> <p>Justifications could include:</p> <ul style="list-style-type: none"> • the technique which meets most/all the conditions given • the technique that carries the lowest risk for the condition given • the technique which provides greater flexibility/adaptability for the condition given • the technique that is more reliable and 'robust' for the condition given • the technique that will have the biggest reach or impact for the condition given • combination of both techniques with justifications given

By having an approach like this you will be able to demonstrate all 3 of the AOs, and all that would remain is to structure this information into a logical coherent answer. You should not be overly concerned if you do not have time to compose that final answer, as the maximum number of marks available for QWC is 3 marks. The examiner will also mark the table of information you have produced even if there is no structured response written. Although you will not receive the 3 marks for the QWC, it will allow for a range of marks to be achieved. For example, in a 12-mark question where 3 marks are for QWC the table will allow you to achieve up to 9 marks. However, achieving the full 9 marks without good flow and structure in your answer would be difficult.

Remember; there are 3 aspects to the QWC marks:

- firstly, the answer should have a good flow, an orderly structure (for example, use paragraphs) and use clear and unambiguous plain English
- secondly, spelling, punctuation and grammar are also assessed (including, correct subject-verb agreements and tense, and the correct use of commas, full stops and capital letters)
- thirdly, the key terms, so referring to the question – are there any key terms that the answer should include? Are there any additional key terms from the content area that were noted during the planning, and does the use of these key terms enhance the clarity of the sentence?

For the above example, the logical structure of flow chosen might be:

- summary of technique 1 and how it applies to the condition
- summary of technique 2 and how it applies to the condition
- compare the summaries of techniques 1 and 2 for the condition, such as their similarities and differences
- use that comparison to make the final judgement, with reasons and justifications for your conclusion

Once you have your structure or 'flow' decided, you should ensure you pay close attention to your spelling and grammar, and use the key terms and phrases given in the question.

Identifying the relevant knowledge and applying correctly to context

General tips

- read the question carefully:
 - read it once without doing anything
 - read it a second time highlighting key words or phrases
- find the command verb:
 - write your understanding of the command words in your notes so you fully understand how you are going to apply the knowledge to the context
 - refer to the [command verb document](#) – follow the link to the definitions of the command verbs to make sure you understand what you need to do
- write in your notes a definition of the highlighted key words/phrases – these words will stand out as key knowledge areas you have learned during your qualification:
 - by writing down the definitions you could gain ‘easy knowledge’ marks
 - it can also result in a more focused response
 - link your descriptions to key areas of the context in the question
 - remember to use these key words/phrases in your answer as this shows true understanding of how your answer links to the context
- often with application questions you may have to assess/evaluate:
 - you have identified and defined your key knowledge areas
 - you need to acknowledge the strengths and weaknesses of each area
 - whether this knowledge area has pros and cons in itself and has a negative or positive effect on the context
- in an extended-response question (ERQ) you may need to make a supported judgement
 - you weigh up your evaluation points and come to a decision as to which has the most important impact on the context, with strong reasoning behind your answer then link those judgements to how they will impact the given context

Applying knowledge to contexts in health

Let us use the example from the ERQ activity.

Dorothy is a 68-year-old woman and has recently been diagnosed with type 2 diabetes. She typically consumes over 3000 kcal per day, is overweight and has a body mass index (BMI) in the obese range.

Dorothy enjoys gardening, baking and family time with her grandchildren. She relies on her car to get around, even locally, and does not take regular exercise.

In the evening, Dorothy likes to have a few glasses of wine whilst watching TV.

There are several lifestyle factors which are affecting Dorothy's health.

Evaluate the lifestyle changes that Dorothy could make to improve her diabetes and overall health and wellbeing.

Your response should demonstrate:

- justification for recommended lifestyle changes
- conclusions about the overall benefits of these lifestyle changes.

[9 marks, plus 3 marks for QWC]

Step 1

Read the question twice. It can be helpful to highlight key words/phrases.

Step 2

Now you need to define the command words (highlighted above in yellow), so you know what you need to do to each component of the key word/phrase.

Step 3

Now you need to describe the key words/phrases (highlighted above in green) and apply it to the context (highlighted above in blue) of the question. Here is one from each knowledge area to get you started, such as:

Lifestyle factors

- alcohol consumption:
 - description – influence of alcohol intake on physical wellbeing due to the additional consumption of calories and sugar
 - apply to context – Dorothy has a few glasses of wine whilst watching TV, which means she has higher calories and sugar content which could impact her diabetes

Lifestyle changes

- reduced alcohol consumption:
 - description – reducing alcohol consumption lowers sugar/glucose intake – this results in less load on organs (liver, kidneys), which if uncontrolled leads to hyperglycaemia which leads to organ failure, if managed correctly this will reduce disease burden on the body
 - apply to context – therefore, if Dorothy reduced her alcohol intake this could lower sugar levels and help reduce the impact of diabetes on her body.

Step 4

Now you need to evaluate each knowledge area identified in step 3. Here is an evaluation linking to the context to get you started:

- knowledge areas – lifestyle factor of alcohol consumption with the change being reducing alcohol intake
- evaluation – depending on the amount of alcohol consumed it will have either positive or negative effects on her general health, including her heart, kidneys, brain, liver, and pancreas:
 - positive – however, a small amount of alcohol can be consumed as part of a balanced diet. Dorothy enjoys wine, allowing alcohol in moderation is an important part of Dorothy's daily life and could have a positive impact on her emotional wellbeing
 - negative – the negative effects, including hypertension, could result in a weakened immune system, increasing the risk of infections and poorer healing and weakened bones, fractures and breaks

Step 5

Time for a judgement – here is a judgement based on the evaluation in relation to alcohol mentioned above.

- incorporating lifestyle changes, such as reducing alcohol intake, should be recommended to educate on the effect of changes on diabetes and its management – for example, seeing the changes in cholesterol will support Dorothy to understand and see the benefits of the changes being made, improve her diabetes and overall wellbeing

Appendix A: answers to activities

English foundations activities answers

Apostrophes

Add the apostrophe	Possession/omission	Singular or plural?
My dad's name is Amir.	Possession	Singular
Paul's dog is very cute.	Possession	Singular
I read the research it's apparently Harman's Theory of aging.	Omission and possession	Singular
Antonio's grandma speaks English, Italian and Arabic.	Possession	Singular
My sister's friend is coming to visit in an hour.	Possession	Singular
I'm not sure, but I think the physiotherapists are meeting next week.	Omission	Plural
The hospital's strategy.	Possession	Singular
The Children's Hospital.	Possession	Plural
He's the friend I spend the most time with.	Omission	Singular
That's David's pen, he must have forgotten it.	Omission and possession	Singular
The swimmer's families cheered them on.	Possession	Plural

It's or its?

- The dog had eaten all its dinner.
- 'It's been a fantastic day', she exclaimed.
- The dog licked its paw.

- Let me know when it's ready.

I or me?

- Who else will be coming to the cinema with John and me?
- The children and I were sitting on the settee.

Whose or who's?

- Whose shoes are these?
- Who's left their shoes in the doorway again?
- I do not know whose number this is.
- Do you know who's singing this song?

Accept or except?

- I accept your apology.
- No dogs allowed except guide dogs.
- Everyone except the nurses need to attend.
- They do not accept credit cards in the shop.

Practice or practise?

- I am going to visit the new medical practice.
- I must practise my breathing techniques.
- On a Friday, the children practise handwriting.
- The injection is given at your doctors practice.

Affect or effect?

- Does the medication affect the symptoms of the patient?
- The new medication has no effect on his glucose.

Advise or advice?

- My advice would be to visit your GP.
- I advise that you stop smoking.
- I asked the doctor for some advice.
- Scientists advise that you wear a mask.

Allowed or aloud?

- You are not allowed in the restricted area.
- The process of learning clinical reasoning may be assisted by using think aloud.
- The patient was allowed to go home.
- She read the instructions aloud.

Word meaning

Word	Meaning	Possible example
Past	Gone in time/no longer.	I often think of past holidays.
Passed	To indicate movement.	Anita passed the ball to Umar.
Advice	A noun that means a suggestion about what you should do (a guide to action).	I need to get some advice about my car.
Advise	A verb that means to suggest what should be done – to recommend/give information to someone (verb).	I advise you to stay at home as the weather is poor.
Lose	Fail to win or holding on to something.	I aim to lose weight.
Loose	Adjective: not tight, not attached or Verb: to free something or someone.	My dog is running loose as it escaped.
Affect	To influence something.	Poverty can affect anyone.
Effect	The result – it represents the end and a good way to remember is both start with an 'e'.	The experience has had a good effect on him.
Infer	To come to a conclusion, make an educated guess.	'I don't know how much you can infer from his data'.
Imply	To suggest, hint at.	She did not mean to imply that he was lying.

Tenses

1. Future
2. Present
3. Present
4. Past
5. Present
6. Past
7. Future
8. Present

Sentences

1. Complex
2. Simple
3. Compound
4. Compound
5. Complex
6. Simple

Multiple-choice question (MCQ) activity answer

Answer is C: Hydrogen ions.

Short-answer question (SAQ) activity answer

Award up to **2** marks for a valid reason of why it is important to ensure the information recorded by the healthcare practitioner is accurate for this patient (1), including an explanation of the possible impact (1)

- an inaccurate temperature recording could result in a possible infection being missed (1) meaning that the transplant recipient does not receive the appropriate care (in this case IV antibiotics) (1)
- it could lead to wrong or unnecessary blood tests being ordered (1) which are not needed for this transplant patient (1)
- accurate records ensure that prescribed medications are given at the right time/to the right dosage (1) the patients transplant medicines may become ineffective (1)
- accurate blood pressure recordings allow healthcare practitioners to identify wider health concerns (1) which could have an (direct or indirect) impact on the transplanted organ (1)

Note: do not award for responses that do not relate to the transplant patient in the scenario.

Accept any other appropriate responses.

Extended-response question (ERQ) activity answer

AO1 = 3 marks

AO2 = 3 marks

AO3 = 3 marks

Quality of written communication (QWC) = 3 marks

Indicative content

Indicative content reflects content-related points that a student may make but is not an exhaustive list, nor is it a model answer. Students may make all, some, or none of the points included in the indicative content, as its purpose is as a guide for the relevance and expectation of the responses. Students must be credited for any other appropriate response.

AO1 and AO2 will be implicit through the level of evaluation and reasoned judgements/and or conclusions that the student provides.

AO1: Knowledge and understanding of lifestyle factors which are affecting Dorothy's health and the changes she should make may include:

Lifestyle factors:

- body mass index (BMI) – known relationship between BMI high calorie diets and increased circulating blood glucose
- alcohol consumption – influence of alcohol intake on additional consumption of calories from sugar
- physical activity – impact of low physical activity on energy metabolism and blood glucose (elevated levels)

Changes:

- dietary
- reduced alcohol consumption
- increased physical activity

AO2: Application of knowledge and understanding of the changes she should make that will improve her diabetes and overall health and wellbeing may include:

Dietary – will reduce the need for medications by preventing deterioration in insulin production to manage diabetes and provide other health benefits by:

- ensuring effective nutrition, including a balance of macro and micronutrients
- ensuring food does not have contraindications with any medication she is taking
- accepting dietary recommendations to meet health conditions, such as a diet on the low glycaemic index
- using equipment where appropriate to support herself in eating independently, such as:
 - dietary information sheets
- ensuring adequate hydration – such as fluids low in sugar low alcohol consumption

Reduced alcohol consumption – lower sugar/glucose intake; less load on organs (liver, kidneys), if uncontrolled hyperglycaemia leads to organ failure and if managed reduces disease burden on the body.

Increased physical activity – will reduce excess circulating glucose benefitting:

- diabetes – increasing activity can reduce the requirement for oral hypoglycaemics to manage diabetes
- reduces insulin resistance as it lowers blood glucose
- utilisation of excess energy production and less storage of fats (lipids)
- increased physical and mental wellbeing – muscle tone; strength; reduced anxiety
- general health, including hypertension, heart disease and liver disease.

AO3: Evaluation of the changes she should make to improve her diabetes and overall health and wellbeing may include:

Body mass index (BMI) – dietary:

- calorie intake from dietary and alcohol intake needs to be managed as part of a balanced diet of carbohydrates, fats, proteins, and micro-nutrients in the short-term to reduce blood glucose levels to within normal limits – if she remains overweight, obesity increases the risk of developing a range of diseases, including worsening type 2 diabetes

Alcohol consumption – reduced alcohol consumption:

- lower sugar/glucose intake means less load on organs (liver, kidneys), which if uncontrolled, hyperglycaemia leads to organ failure and if managed reduces disease burden on the body – the impact on diabetes of not reducing alcohol consumption includes worsening diabetes and increased need for medication (oral hypoglycaemia) and/or insulin
- depending on the amount of alcohol consumed it will have either positive or negative effects on her general health, including her heart, kidneys, brain, liver and pancreas; the negative effects, including hypertension, could result in a weakened immune system, increasing the risk of infections and poorer healing and weakened bones, increasing the risk of fractures and breaks

Physical activity – increased physical activity

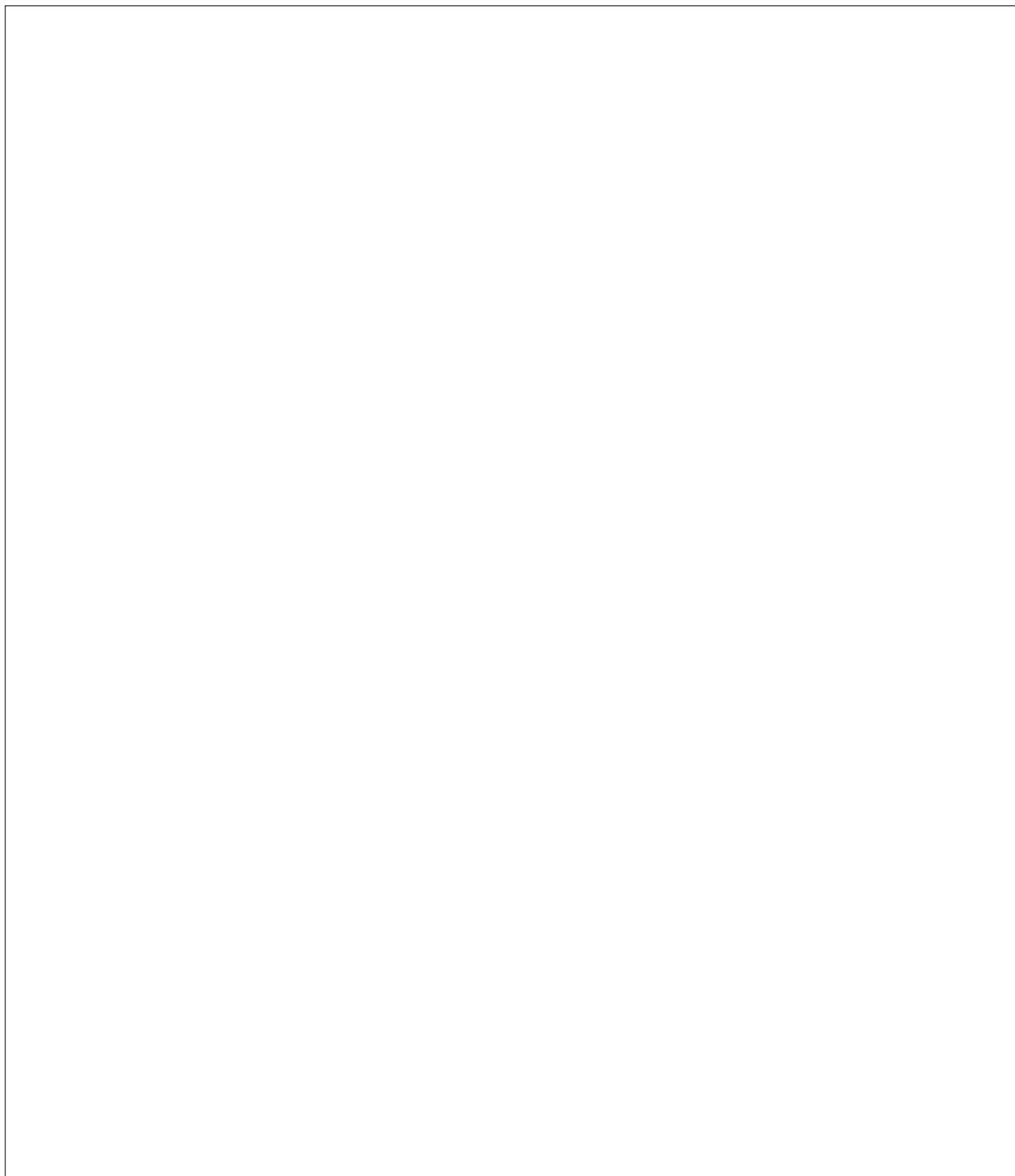
- increased physical activity will reduce excess circulating glucose, benefitting her diabetes
- increasing activity can reduce the requirement for oral hypoglycaemics to manage diabetes, as calories utilised during exercise are stored and fat can be metabolised as a source of energy
- utilisation of excess energy production and less storage of fats (lipids), lowers cholesterol and reduces hypertension and the load on organs
- low physical activity will mean that the consumption of glucose, carbohydrates and fats may exceed the amount required for energy metabolism and maintain high (or increase) blood glucose levels:
 - low activity as a risk factor for a range of long-term conditions, including worsening type 2 diabetes, hypertension and heart disease
 - links to anxiety and depression intervention as this could have implications on deteriorating physical condition
 - relationship between physical activity and self-esteem, and improved quality of life

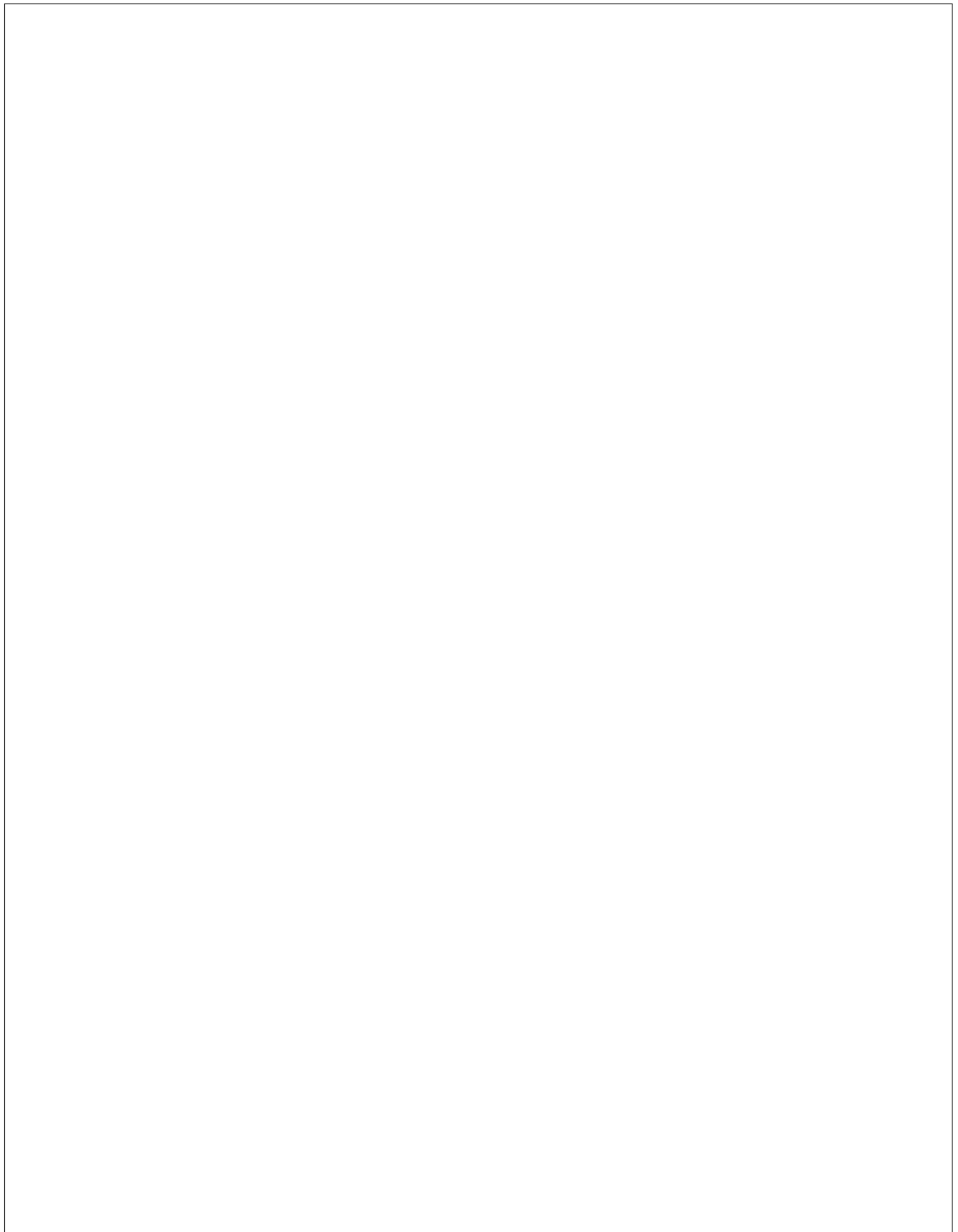
Conclusions may include:

- there is evidence of the condition being reversible – reducing future need for oral hypoglycaemic treatments or insulin – reducing uncontrolled diabetes will prevent the deterioration of other organs and body systems and could improve overall physical and mental health
- long-term associations of the impact of obesity with type 2 diabetes and its associations with other conditions such as hypertension, cancer, heart/kidney disease and muscular skeletal disorders should be addressed as a priority for intervention
- benefits versus drawbacks – acknowledging the difficulties of lifestyle behaviour change and supporting Dorothy’s current preferences by adopting alternative thinking about current activity and making small incremental changes (for example, walking on certain days instead of driving, altering baking recipes to lower fat/sugar content, reducing wine consumption to social occasions, incorporating activity within family/friendship networks, such as increasing physical activities with grandchildren)
- incorporating/monitoring lifestyle changes should be recommended to educate on the effect of changes on diabetes and its management (for example, seeing the changes in blood glucose/weight/cholesterol will support Dorothy to understand and see the benefits of the changes being made)
- making every contact count (MECC) policy whereby all health professional encounters support and guide on health promoting behaviours to support incremental lifestyle behaviour change
- acknowledging existing positive behaviours, such as good social networks, supporting family childcare and gardening, would support as a means to developing further positive lifestyle behaviour changes

Notes

Use this space to add any of your own notes or summaries.

A large, empty rectangular box with a thin black border, intended for students to write their own notes or summaries. The box occupies most of the page's vertical space below the introductory text.



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Version	Description of change	Approval	Date of issue
v1.1	Title Updated Updates to Assessment Objectives section Updates and removal of content from Mathematics: foundations section Updates to Health top tips section		