

# Chief Examiner's Report

**T Level Technical Qualification  
in Health (Level 3)  
603/7066/X**

**Summer 2023 - Core A and B**

## Chief examiner's report

### Summer June 2023 – Core A and B

Assessment dates: **Core A 15<sup>th</sup> June 2023**  
**Core B 22<sup>nd</sup> June 2023**

Paper number: **Core A P001976**  
**Core B P001982**

This report contains information in relation to the externally assessed core sub-component provided by the chief examiner, with an emphasis on the standard of student work within this assessment.

The report is written for providers, with the aim of highlighting how students have performed generally, as well as any areas where further development or guidance which may be required to support preparation for future opportunities.

#### Key points:

- grade boundaries
- standard of student work
- responses to the external assessment questions
- administering the external assessment

It is important to note that students should not sit the core exam until they have received the relevant teaching of the qualification in relation to this sub-component and that both papers must be taken in any given series that a student sits the core exam.

#### Grade boundaries

Raw mark grade boundaries for the series are:

	Overall	Notional Boundaries	
		Paper A P001976	Paper B P001982
Max	234	116	118
A*	176	91	84
A	154	82	72
B	132	70	61
C	110	58	51
D	88	46	41
E	66	35	31

Grade boundaries are the lowest mark with which a grade is achieved.

Students receive a grade for the core exam sub-component as whole and although there are no official grades for the individual assessments in the core exam, it can be useful for students and tutors to see how the core exam grade was achieved. The grade boundaries given for each assessment are known as '*notional grade boundaries*', as they are for illustrative purposes only. For further information on notional grade boundaries, please see our guide T Levels: Notional boundaries for the core exam assessments, available on our website.

For further detail on how raw marks are converted to uniform marks (UMS), and the aggregation of the core component, please refer to the qualification specification.

## Standard of student work

### Paper A

The consistency of response within this paper was of a similar standard seen in previous series. Questions ensured all students could access marks, whilst also giving a platform for higher ability students to demonstrate knowledge and understanding.

More students attempted all questions, and extended response questions were well attempted, with students of all abilities able to answer and gain marks. From this cohort of students, it appeared that many were well prepared for the assessment.

A wide range of achievements were seen, with students achieving all available grades both on the paper and also the core exam sub-component overall.

There were notably fewer instances of students crossing out work and obscuring responses, allowing examiners the ability to still award marks where appropriate.

### Paper B

As in previous series, many students found this paper more challenging than core A paper, particularly the specific science knowledge elements, however the paper still gave ample platform for all ability students to demonstrate their knowledge and understanding. Extended response questions were attempted by most students, although brief responses by many students meant marks awarded were limited.

As on paper A, there was a range of achievement seen, with students achieving all available grades on the paper.

General notable areas of weakness were noted within the chemistry and physics sections. Within the chemistry section, responses relating to chromatography were notably lacking in confidence and detail, showing an area for further improvement before future series. And within the physics section, radiation as a concept was only moderately understood, with many students giving incorrect or incomplete responses, and many students gave contradictory responses, showing a clear lack of understanding of this subject.

## Responses to the external assessment questions

### Core paper A

#### Section A: Working in the healthcare sector.

##### **Q1. State one opportunity to support progression within the health and science sector.**

Many students were unable to answer this question correctly, passing up an opportunity for a relatively straightforward mark early in the paper. An exemplar answer could include undertaking further/higher education, apprenticeships, degree apprenticeships, undertaking continuous professional development (CPD), joining professional bodies, internships or undertaking scholarships.

##### **Q2. Explain how following SOPs contributes to the care Freddie receives (in context of the scenario).**

In this question, many students misunderstood the question and incorrectly answered in the context of Freddie following SOPs at home.

##### **Q4. Discuss one other benefit of using public health approaches to help improve the overall regional and national health of the population.**

Many students were able to equate this question to the Covid pandemic and were able to say that the public health approach, including the use of mobile apps, could raise awareness amongst the public on how to avoid catching the infection. Overall, this was a well answered question, with many students achieving marks.

##### **Q5. State two ways that the healthcare sector has developed since 1945.**

Another well responded question, with many students awarded at least one mark. Many students referenced the formation of the NHS as one development.

##### **Q6. Cancer charities offer a range of services to support an individual's health and wellbeing.**

###### **(i) Identify one other service which is supplied by cancer charities**

###### **(ii) Explain how the service identified in (i) supports an individual's health and wellbeing.**

Most students were able to link Cancer Research UK (CRUK) as an example of providing funding for the research from the donation proceeds and how they support patients and their families in the aftermath of diagnosis of cancer.

##### **Q7. Shona is a busy single mum of two school-aged children who works full time and lives in a rural area of the country. She has recently been struggling with high levels of anxiety and wants to access help for this through her general practitioner (GP).**

**Discuss how the GP practice can help Shona overcome barriers to accessing support services.**

**Your response should demonstrate reasoned judgements and conclusions.**

Application of knowledge and understanding relating to the potential impacts of barriers to health service in terms of psychological, geographical and socioeconomic factors was attempted by relatively few students. Discussions of how the barriers can be overcome was better attempted. Most students were able to reference concepts such as remote appointments or evening and weekend appointments, and better sharing of information.

Some incorrect responses included students who focussed on the GP service offering a free taxi service or childcare for appointments but where other points were made that showed good judgement and conclusion, students were awarded marks.

**Q8. Daryl is a physiotherapy support assistant and is part of a multidisciplinary team working with older people in a day service provision.**

**Explain one benefit to Daryl of working within a multidisciplinary team.**

In this question, a common error seen was students misreading the question and responding on the basis that Daryl was a patient, not a physiotherapy support assistant.

**Q9. Siobhan has recently accepted a job in a local hospital as a healthcare assistant. Siobhan's manager advises her that after 6 months in employment, they will meet to conduct Siobhan's first performance review.**

**Discuss the purpose of Siobhan's performance review.**

**Your response should demonstrate reasoned judgements and conclusions.**

In this question, the majority of the students were able to engage well and equated the answer to the setting.

Many understood the merits of having a performance review (such as evaluation, feedback, ongoing CPD) and how it could help both the manager and Siobhan. Students were often able to discuss with confidence ideas such as ensuring that right support and training is given, and to whether this was the right job for Siobhan.

A small number of students focussed their response on a more punitive, disciplinary route of thinking, limiting the marks awarded.

**Section B: managing personal information and data in the healthcare sector.**

**Q10. State the importance of knowing the intended audience when sharing data.**

This question elicited a broad range of responses. Some students answered correctly and accurately stating, for example, that the correct level or use of terminology can be used to engage the audience. Others chose to reference GDPR and the merits of data protection, sometimes failing to address the question asked.

**Q11. A community-based occupational therapy team works remotely at times and makes use of cloud-based systems to support individuals accessing their service.**

**Identify two other security measures that could be used to protect patient data.**

A number of students in this question mentioned destruction of paper-based notes, or other paper-based security measures, failing to understand the concept of a cloud-based system within the question. Beyond that, many students were able to access both available marks.

**Q12. A small GP surgery has yet to update their storage procedure for patient records to a digital based system. Explain one disadvantage of a GP surgery using a paper-based system to store patient information.**

Generally, a well attempted question, with most common responses relating to physical records being challenging to store and share and the risk of loss of data in case of fire.

**Q13. Peter is undertaking an audit on patient waiting times in the emergency department.**

**Explain one of Peter's responsibilities when conducting his audit.**

A number of students incorrectly focussed their response on concerns of using names and personal details which they stated should not be disclosed. Where students were awarded marks it was often in relation to explanations focussing on accuracy and the potential impact of inaccurate data.

**Q14. Discuss how nurses in hospitals ensure they meet the requirements of the Data Protection Act 2018 when working with patients.**

**Your response should include reasoned judgements and conclusions.**

Students were often well versed with the Data Protection Act 2018, showing confidence in discussing this. This allowed them to give often strong responses which showed their depth of understanding of the act and how it informs healthcare practitioner roles. In this question most students were able to score marks on AO2 and many gave sufficient valid and relevant arguments to obtain marks on AO3.

**Q15. Marco is a vulnerable adult with a moderate learning disability who has recently been diagnosed with a terminal illness.**

**Evaluate when it is appropriate for practitioners involved in Marco's care to share information with each other.**

This extended response question was attempted by most students, and many were able to access higher marks with some comprehensive and detailed responses.

Most students were able to identify knowledge and understanding of when practitioners should share information with each other, and the merits of sharing information on need to know basis by the professionals. Most students were able to reference treatment, safeguarding, legislative requirements and sharing of good practice.

Where students scored higher marks, they were able to provide an evaluation which was detailed, logical and showed coherent chains of reasoning.

### **Section C: Health and safety in the healthcare sector**

**Q18. A trained first aider works in a care home for young adults with learning disabilities. Danny, one of the service users, has cut his finger whilst helping to prepare vegetables for dinner.**

**Assess the responsibilities of the trained first aider when dealing with this situation while following good practice.**

A question that was well responded to by most students, who were often able to explain the merits of assessments, evaluation of the situation, and giving appropriate first aid. Some students focussed on asking Danny if he had HIV or other contractable diseases or infection, which in some cases limited the marks awarded where they did not go on to assess the responsibilities of the first aider when dealing with this situation overall.

The majority of the students correctly identified that you assess the situation, providing further treatment whilst giving person centred care. Students were less confident in the assessment of the importance of following good practice as a trained first aider, with this being the element of the response where many were unable to access marks.

**Q19. Freda works in a hospital ward.**

**Explain two actions Freda should follow for dealing with a blood spillage on the ward.**

Students were mostly confident in answering this question and provided answers that reflected understanding of COSHH 2002. Many were awarded marks by mentioning following organisational policies and procedures, the requirement to cordon off the affected area and wear appropriate PPE.

**Q20. Analyse the importance of good hand washing techniques and personal hygiene as a healthcare professional when providing patient care.**

Demonstration of knowledge and understanding of good handwashing techniques and personal hygiene was good throughout and mentioned five moments as prescribed by WHO and Aycliffe handwashing protocol. Further analysis of the importance of good handwashing techniques and personal hygiene in reducing the risk of infection control was provided by most students indicating their understanding of infection control.

#### **Section D: Person-centred care in the healthcare sector**

**Q21. The Health and Safety Executive (HSE) is a national independent regulator for health and safety in the workplace, including public and private healthcare services.**

**Identify one of HSE's roles.**

Most students correctly identified at least one role of the HSE, commonly stating inspection and ensuring regulations are adhered to.

**Q22 Identify two risks to physical health from the long-term consumption of alcohol.**

A high-scoring question, with almost all students able to identify at least 2 risks associated with long-term consumption of alcohol, often stating damage to organs and increased risk of heart disease.

**Q23 You are a community occupational therapist delivering person-centred care to Ranjit in his own home. Ranjit is a frail, older gentleman who has difficulty with mobility that affects his ability to prepare food and drink.**

**Evaluate how one of these pieces of adapted equipment could support Ranjit to remain independent when eating and drinking.**

Most students were able to receive at least 2 marks on this question, although students must ensure they fully read and understand the question, as some attempted to evaluate all three pieces of equipment in their response.

**Q24. All healthcare professionals need to understand safeguarding and how to protect the individuals they support from harm. Although everybody is protected, there are key groups that are considered more vulnerable and in need of protection.**

**Explain three contributing factors that lead to Children and Young People being considered more vulnerable and in need of protection from harm.**

This was a well performing question with a range of strong responses seen, allowing most students to achieve marks. Common areas of focus for students in their responses were on domestic violence and lack of community support opportunities.

**Q25 Sonia is having difficulty sleeping and feels stressed a lot of the time. She is not motivated to cook for herself and relies on ready meals and fast food. She consumes a lot of tea, coffee and cola.**

**Sonia often goes to bed late and feels tired the next morning.**

**(i) Identify one way an individual could improve their health and wellbeing through lifestyle choices.**

**(ii) Explain how your answer to (i) could contribute to Sonia's health and wellbeing.**

Student performance was generally maintained in the later questions of this paper, with this question still seeing students providing responses that allowed the awarding of marks.

On this question, most students were able to access marks with responses that often focussed on healthier food choices and diet, and more regular mealtimes.

**Q27 Emily is a healthcare support worker working in the community visiting patients to assist with person-centred care. Emily needs to promote safe and effective relationships with the patients she cares for.**

**Discuss the importance of boundary setting that Emily needs to consider when managing relationships as she provides person-centred care. Your response should include reasoned judgements and conclusions.**

Many students struggled in their responses to this question, often giving muddled and unclear responses when discussing boundaries, and failing to include judgements and conclusions.

Some students were able to articulate how to draw boundaries, and the consequences if not met, but many students focussed on person-centred care in their responses and either failed to address the importance of boundary setting, or when they attempted to do so it became clear that they could not do so with accuracy and confidence, limiting the marks awarded.



## Paper B

### Section A: Biology

#### **Q1. Which one of the following is the gland responsible for the production of glucagon?**

Most students correctly identified the pancreas as the correct option, although a number gave an incorrect response.

#### **Q2a. A researcher wishes to study the detailed structure of mitochondria. Using your knowledge of the properties of transmission electron microscopes, explain one reason why a transmission electron microscope is likely to be more useful than a scanning electron microscope in this scenario.**

Many students did not understand the relationship between resolution and detail in microscope. Some confused the higher resolution of transmission microscopes with that of scanning electron microscopes.

#### **Q2b. A technician working in a fertility clinic needs to examine how mobile individual sperm cells are in a semen sample. Using your knowledge of the properties of light microscopes, explain one reason why a light microscope would be most suitable for this examination.**

Many students incorrectly gave a response that stated the suitability of light microscope for examining the mobility of the sperm in semen sample was due to its relative cheapness of cost, rather than the reason of using it for looking at living organisms and ability to observe movement.

Overall question 2 saw some accurate responses, but there was clearly some lack of understanding of different types of microscopy seen from students.

#### **Q3. A patient is admitted to hospital following a car accident.**

**State whether this would be classed as an injury only or whether it would be considered a trauma and justify your choice.**

Students were mostly able to correctly identify the difference between trauma and injury, but some needed to develop their answers with further justification to receive higher marks. Some students started well with their justification, but then their response lost focus and detail, limiting the marks awarded.

#### **Q4a. A student investigated the digestion of lipids in milk by the enzyme lipase.**

**State the effect of lipase on lipids and explain why the student chose to measure pH changes to investigate lipid digestion.**

Student performance on this question was low, as the majority of the students were not able to correctly state that lipase digests lipids to produce fatty acids and glycerol, or that the production of fatty acids resulted in lowering of pH in the experiment. Students either gave incorrect responses, or no response at all, showing a clear gap in confidence when discussing this topic.

#### **Q4b. Give the time period where the rate of lipid digestion was highest.**

Most students go this wrong, with many attempting to give a specific time, not a time period.

#### **Q4c Explain why sterilised whole milk was used rather than fresh whole milk.**

Some better responses to this question allowed marks to be awarded, with common responses referencing the presence of bacteria in unsterilised milk which could give inaccurate results.

#### **Q5. An athlete had been exercising vigorously. At the end of their exercise, their pulse rate was 180bpm. After resting for 20 seconds, their pulse rate had fallen by 18 to 162bpm.**

**Calculate the percentage reduction in heart rate over the 20 seconds.**

Generally, students attempted this question well, with many different versions of working seen. Some avoidable calculation errors were noted, and students must ensure that where the question required working to be shown, that they do so.

**Q6. The human testes are outside the body cavity, the average temperature of the human testes is around 34°C. 'The ovaries need to be maintained at body temperature in order to function efficiently, whereas the testes need to be at a slightly lower temperature.'**

**Using the information provided, discuss the validity of this statement.**

This question tested the students thinking as to why testes are situated outside of the body. Many students simply gave statements about the testes or the ovaries, repeating existing knowledge, but very few addressed the question itself.

Those who did address the question often stated that the main reason is that sperm lose their viability rapidly at 37°C, but rarely carried out much more discussion based on the information provided.

**Q7. Patient A and Patient B are both significantly overweight and have high blood pressure. Neither patient appears to have any other health issues.**

**Discuss to what extent the information provided supports the student's statement. Your response should demonstrate reasoned judgements.**

This question carried 9 marks and an additional 3 marks for the quality of written communication, therefore was a good opportunity for students to accumulate marks on this paper. Most students were able to be awarded some marks, however a large number of students were limited in the marks that could be awarded as they quoted data from the question without developing this to address the question.

Most students were able to interpret the graph and understand both systolic and diastolic pressures, however only some were able to link the lack of faster reduction of blood pressure in the second subject due to other factors not mentioned in the scenario such as lifestyle choices.

Students often failed to identify that a small sample size made this an insufficiently reliable group to base the student conclusion on, and often could not clearly discuss the concept that the blood pressure of both patients did fall over the period, therefore not supporting the initial statement. A lack of rational and balanced judgements, and coherent chains of reasoning in responses limited the marks that could be awarded in many cases.

**Q8. The NHS is currently trialling the use of an artificial pancreas with 1,000 patients who have Type 1 diabetes.**

**Using your knowledge of diabetes and homeostatic control, discuss to what extent this technology could be used to both prevent and treat diabetes. Your response should demonstrate reasoned judgement**

This question tested student understanding of the difference between type 1 and type 2 diabetes. Many students accurately described the causes and symptoms of different types of diabetes, showing good knowledge of blood sugar control. Higher scoring students were able to apply the information provided and this knowledge to address the question and were able to comment on other factors such as the sample size in their judgement.

Many students knew that type 1 occurs when pancreas produces little or no insulin, the artificial pancreas would be of benefit to those with type 1, and type 2 can be rectified by changing lifestyle choices such as diet and exercise. Some students suggested that artificial pancreas may get rejected by the patient, as if it was an organ transplant.

## Section B: Chemistry

**Q9. Boron supplements can be used in our body to aid with healing wounds.**

**Which one of the following is the group that Boron belongs to in the periodic table?**

A multiple-choice question which was answered correctly by most students.

**Q10. Atoms are made up of sub-atomic particles. Which one of the following is the name(s) of the particle(s) you would find in the nucleus of an atom?**

A multiple-choice question which was answered correctly by the majority of students.

**11a. Magnesium hydroxide is commonly used as a remedy for indigestion as it neutralises excess stomach acid. Complete both two-word equations for the two neutralisation reactions below:**

Students struggled to correctly complete the equations, giving incorrect responses, or leaving blank in many cases.

**11b. Acetic acid is the main component in vinegar. Citric acid is found in citrus fruits.**

**State two properties of these acids.**

This question on acids was also challenging for students, with varied levels of response. Many students could correctly give the pH range for acids, but most failed to provide two correct properties.

**11c. Whilst developing a new toothpaste in the laboratory, scientists reported the following pH values of some common household products:**

**With reference to the hydrogen ion concentration, compare the difference in pH between lemon juice and vinegar.**

There was clear confusion amongst many students as to whether a lower pH meant an acid was stronger or weaker than another. There were some responses relating to H<sup>+</sup> ion concentration, but very few students attempted to quantify the difference in H<sup>+</sup> ions.

There has clearly been some teaching relating to acids for many students, but this question shows that confusion remains in many cases.

**Q12. A pharmaceutical industry has been asked to purify a crude mixture of two components. A scientific team working for this industry has performed thin layer chromatography (TLC) using ether as a solvent. They noted that the spots on the chromatogram were very close together, with Spot 2 moving slightly further up the coated plate than Spot 1. One scientist decides column chromatography should be the next step in the purification process. Evaluate the accuracy of this statement and give a reason for your answer.**

This was a poorly answered question, with students finding the topic of chromatography challenging. Many students were unable to evaluate the accuracy of the statement posed as they were unable to state why column chromatography may or may not be suitable in the next purification process, and if there might be others that could be used.

Most students were unable to discuss the relevance of the distance moved by the two spots, or whether this was sufficient information to base a decision upon, and very few students could discuss alternative options.

The knowledge and understanding of chromatography was notably poor across students, indicating this is an area which may require further revision in advance of any future series.

**Q13. You are working within a laboratory conducting drug test trials on a urine sample from an athlete. Using your knowledge of purification techniques, evaluate the suitability of the team's decision to use HPLC. Your answer should include reasoned judgements and conclusions.**

While many students attempted this question, those who did often gave lower-level responses which showed limited knowledge and used generic statements, limiting the marks awarded. Very few students were able to talk with confidence about HPLC, therefore were unable to evaluate the suitability of the decision, and therefore in turn were limited in the marks awarded.

### **Section C: Physics**

**Q14. Which one of the following is the correct definition of an electrical current?**

The majority of students correctly identified B as the correct response.

**Q15. A radioactive nucleus decays by ejecting a helium nucleus, consisting of 2 protons and 2 neutrons. Name the type of radiation being ejected from the radioactive nucleus.**

Less than half of students were able to correctly respond to this question, with a range of incorrect responses seen, including incorrect forms of radiation and more generic responses such as 'light'.

**Q16. Electromagnets are used in MRI machines. An experiment is set up in which a current of 2A is passed through a wire wrapped around a 10cm iron nail. An iron ball bearing is then placed at varying distances away from the electromagnet. As the iron ball bearing gets further away from the electromagnet, the magnetic force it experiences, decreases. The scientist therefore concludes that healthcare staff should not be concerned about any magnetic materials on their person, providing they keep a suitable distance away from the MRI machine. Evaluate the strength of the scientist's conclusion.**

A challenging question for many students, with very few students able to correctly evaluate the conclusion presented.

Some students focussed on different types of metal and their relative magnetism, and others instead stated that healthcare staff must stay away from MRI machines whilst they are in use, without addressing the question or conclusion drawn.

Very few students were able to link the experiment performed to the conclusion drawn, evaluating the relative differences such as the strength of the electromagnet used in the MRI machine compared to the model, or that a specific distance must be adhered to rather than what is deemed suitable by healthcare staff.

**Q17. An electrical circuit is constructed containing 2 resistors. Calculate the total resistance. Show your working.**

A well attempted question, with many students awarded marks for the correct answer and showing accurate working.

**Q18. A soundwave travels through human tissue with a frequency of 1,000,000Hz, and a wavelength of 1.5mm. Calculate the velocity at which the wave travels through the tissue. Show your working and give your answer in m / s.**

Most students again attempted this question, with many calculating the correct values. However, a number of students presented their response in an incorrect form, failing to convert wavelength from millimetres to metres correctly.

**Q19. A scientist is developing new methods of preserving food that eliminates contaminating bacteria with radiation. This preservation method will allow hospitals to store food in case of**

**emergency for long periods of time without the food expiring due to contaminating bacteria. Using your knowledge of radiation and its application to food preservation, evaluate this conclusion. Your response must include your own reasoned judgements and conclusions.**

An extended response question carrying up to 12 available marks in total and whilst some students scored high marks on this question, many students were unable to achieve high marks through limited knowledge and understanding, and limited evaluation of data.

A number of students stated that the radiation would contaminate the food, but failed to link that the gamma radiation is highly penetrative and low ionising. Very few students could accurately discuss the impact on bacteria, such as the fact that some may be more resistant than others, or the impact on pathogenic bacteria.

Most students received marks for extracting data, and knowledge of gamma radiation, but failed to move into the higher mark bands due to a lack of accurate judgements and balanced conclusions.

**Q20. Viruses enter living cells and cause damage. They are often specific to certain types of cells in the body; for example, viruses which cause respiratory tract infections will enter the cells of the respiratory tract and become concentrated there.**

**Using your knowledge of radioactive tracers and transport into cells, evaluate the validity of the student's statement in this context. Your response should demonstrate reasoned judgements and conclusions.**

There was significant confusion noted in student responses here regarding the usage and role of radioactive tracers, with many students stating that it was the tracer which destroyed the virus.

Most students recognised that drug A might be the most effective, but that drug C may be just as effective but did not then carry this through to an evaluation of the validity of the original statement, limiting awardable marks.

Many students equated the lipid basis of the drugs to being able to cross the membrane through active transport and many gained marks on knowledge around gamma properties. However very few students gained any marks regarding the methodology used. Many students gave simplified statements such as one drug was better than another, with brief conclusions supported by basic judgements. To achieve higher marks in extended responses questions such as this, students must aim for comprehensive and coherent reasoning throughout their response, ensuring they are addressing the question posed with relevant knowledge, and comprehensive breadth and/or depth of understanding, with reasoned judgement and conclusions. Superficial responses that restate knowledge or fail to provide judgement and conclusions are limited in the marks that may be awarded.

**Q21. Lactose intolerance is caused by an inability of the small intestine to produce the enzyme lactase. Using your knowledge of thin layer chromatography and the information provided, discuss to what extent the student's conclusion can be supported. Your response should demonstrate reasoned judgements and conclusions.**

Where this question was attempted, some students were able to interpret the results and link these to the conclusions, albeit often in a brief and basic manner.

Where students were able to link the results to the conclusions, few were able to use this information to provide an overall conclusion on which they were being assessed. As with other extended response questions, students are limited in the marks they can be awarded where they give superficial responses which fail to show logical chains of reasoning, which support their judgements. This question specifically requires students to demonstrate reasoned judgements and conclusions, which very few students were able to show.

## Administering the external assessment

The external assessment is invigilated and must be conducted in line with our Regulations for the Conduct of External Assessment.

Students must be given the resources to complete the assessment, and these are highlighted within the Qualification Specific Instructions for Delivery (QSID).