

Level 3 Extended Diploma in Health and Social Care (Adults) (Northern Ireland) - 603/5355/7

Technical Level 3 Extended Diploma in Health and Social Care - 601/8435/8

Assessment Code: HSC NI SAE

Paper number: P001677

Assessment Date: 18 January 2023

This report contains information in relation to the external assessment from the Chief Examiner, with an emphasis on the standard of learner work within this assessment window.

The aim is to highlight where learners generally perform well as well as any areas where further development may be required.

Key points:

- Grade Boundary Information
- Administering the external assessment
- Evidence creation
- Standard of learner work
- Task Responses
- Regulations for the Conduct of External Assessment

It is important to note that learners should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

Grade boundary and achievement information

Each learner's external assessment paper is marked by an Examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

Grade	NYA	N	D	C	B	A	A*
Raw mark grade boundaries	0	11	21	31	41	52	63

Below you will find the percentage of learners that achieved each grade.

Grade	NYA	N	D	C	B	A	A*	Learners	2176
% of learners	5.88	25.36	31.12	24.08	10.52	2.76	0.28	Pass Rate	94.12

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our Regulations for the Conduct of External Assessment. Learners may require additional pre-release material in order to complete the tasks within the paper. These must be provided to learners in line with our Regulations.

Learners must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions Document \(QSID\)](#).

Evidence creation

Learners should use the space provided to answer questions. Where answers are typed or additional pages included, the learners name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

Standard of learner work

Majority of the students fared well in this paper. They were able to engage themselves in the scenarios presented to them and talk about the issues that it could present and how to overcome any boundaries. They talked about policies, procedures and maintaining professional approach in dealing with patients. Learners were giving better answers in comparison to the previous papers which indicated that the effect of pandemic was subsiding, and they are getting used to the discipline of sitting in a classroom.

Several extended response questions generally showed good understanding with learners able to utilise PIES in scenarios. Technical language often used inappropriately when responses were not guesses.

A wide range of achievements were seen indicating that some students could have benefitted with additional support. Many students started to answer the questions but stopped and seem to lose focus. It would benefit candidates to read the questions again to avoid losing focus. Many students crossed out their answers which were correct. It is always advisable not to cross out any answers whether they see it unworthy or not as they could have brought in additional marks.

The learners were unclear between the term hyper and hypo. They could identify for example hyperthermia and hypothermia but got muddled up in their explanation of the terms. It would be a good idea for the education providers to give a way of reasoning which they could remember. For example, hypEr has an 'E' which denotes excess and similarly hypO has an 'O' which indicates below or zero.

This way they will be able to equate the terms correctly and able to gain much needed marks. Osmoregulation was widely confused with glucoregulation.

On osmoregulation question, some of the learners were able to name the hormone, ADH. However, they got the function wrong, suggesting that when ADH level increases, the kidneys increase the production of urine. They seem not to understand what Anti stands for. Anti is against. Diuresis is the increase in the production of urine. So, putting the two words together indicates that the hormone will work against the increased production of urine. In other words, it will conserve water to being the state of dehydration back to rehydration.

The paper did not feel demanding, but despite this, the overall performance felt poor. A lot of omitted questions suggesting gaps in their knowledge. Some responses did not show informed guesses or deductions and some answers so incorrect it suggested minimal knowledge of the unit specification. A few blank scripts were submitted. Literacy was good.

Task Responses

Question 1 (a)

Majority of the students identified Pulse oximeter as the correct answer, but the most favoured incorrect answer was sphygmomanometer.

Question 1 (b)

This question gave examples such as mouth, nose, pharynx and epiglottis as examples of structures of respiratory system and asked to identify three other structures and explain the function of these structures. The correct answers were larynx, trachea, bronchi, bronchioles, alveoli, and diaphragm.

Question 1 (c)

This question carried six marks to be had. Many learners talked about their basic human rights and gave examples of males touching the females as unacceptable and the service user had a right to say no. Some students mentioned they could be suffering from anxiety. An exemplar answer could be that the practitioner must follow policies and procedures and must maintain a professional approach by explaining the procedure beforehand and ensure that the service user understands. Failure to follow policies and procedures could result in disciplinary action or legal issues. If the service user is denied the right to refuse, it could be classed as an assault.

Question 1 (d)

Many students scored more than the odd mark on this, those who did usually gave monitoring or policies and procedures and then struggled to gain marks for the explanation. Most simply rephrased the reason they were trying to explain. A good answer should mention not following policies and procedures could lead to unsafe practices and disciplinary procedures or even legal actions thus safeguarding the patient. Accurate monitoring and changes in an individual's health could be spotted early and any changes in medication including when medication is given so that repeat dosing or missing doses altogether can be avoided.

Question 1 (e)

Majority of the students identified all four or some of the four including biological sex (gender), age, diet, levels of activity (exercise) and hormone levels. A few mentioned illness and infections.

Question 2 (a)

Most students were able to score well on this, however a few went into far too much detail about the nature of the condition instead of addressing the question. It could have benefitted the students to use PECS, Physical, Emotional, Cognitive, and Social well-being. Most students gave negative impact but only a few mentioned the positive impact of support groups, help of meeting up with a dietician etc. Many learners simply mentioned that he could have negative impact but did not elaborate with examples. A good answer could be for example, he could struggle to concentrate due to pain and discomfort. As a teacher, he needs to educate and inform his students which would be difficult if he is focussing on his needs regards the use of toilets. Oscar would find it difficult to study background information to support his job as a teacher due to disruption to his study time caused by diarrhoea. He could feel embarrassed about his needs to use toilets during classes and having potential 'accidents'. He would be frustrated, scared, angry and may have feeling of guilt and shame. He may suffer low moods, isolation and may possibly have to change his job and suffer financial loss.

Question 2 (b)

Majority got this question correct by saying chemical. However, a few mentioned non-mechanical as an alternative answer.

Question 2 (c)

Many students gave the names of the enzymes, and some were able to mention their functions. The good answer could be mentioning Carbohydrase, protease and lipase as the groups of the enzymes and then for example, mentioning amylase, pepsin etc with their function to gain full four marks.

Question 2 (d)

Very few students scored well here, a few gave very generic descriptions of the role of the small intestine but very few identified a specific region. An exemplar answer could be naming a section such as duodenum, jejunum, and ileum with the explanation of its function for example, duodenum is the first section of the small intestine which is responsible for the chemical digestion using enzymes and controlling the release of food from the stomach.

Question 3 (a)

Many learners went on to explain what arthritis is and how it impacts physically and many failed to restrict their answers to social and emotional. This question carried nine marks and the learner could have mentioned Emily may wish not to go out due to pain and may spend less time with her friends. She may give up her hobbies such as walking. She might not be able to drink alcohol due to her pain medication which could affect her social life. Her pain and fatigue could put strain on intimate relationships and may not mix with colleagues. She may find her work more challenging, resulting in difficulties and possible change of career. She may have to reduce work hours resulting in financial stress, leading to depression and get feeling of hopelessness and feel isolated.

Question 3 (b)

Less than half identified appendicular skeleton and most of those that did score well in the second part. A fair no of students who did not know the name did score a few marks on the description. An exemplar answer could name appendicular skeleton which is comprised of 126 bones including all the bones in the limbs. It also includes pelvic girdle. Appendicular skeleton supports movement and gives shape.

Question 3 (c)

Femur, tibia, and fibula are the three long bones. They are longer and are wide and mostly located in the appendicular skeleton. Long bones are found in the upper and lower limbs and are hard strong bones which provide structure and strength. They contain bone marrow (that produce red blood cells).

Question 3 (d)

Majority gave support, protection, and attachment of muscles as the answer correctly. Many mentioned shapes and support the weight.

Question 4 (a)

A well answered question where students identified pancreas as the organ correctly.

Question 4 (b)

Most students failed to answer this question. Those that did knew it implied some form of homeostasis but not always water. Those that did answer majority went on to talk about insulin and temperature as the two most incorrect answers. Many talked about isotonicity but unable to explain its significance hence using the terminology incorrectly. An example of a good answer that demonstrates knowledge and understanding could be, Osmoregulation is a homeostatic mechanism involved in maintaining the salt and water balance. The primary organ involved in this process is the kidneys. Osmoreceptors in hypothalamus detects dehydration causing the pituitary gland to release ADH, Anti Diuretic Hormone. The presence of ADH increase results in increased water reabsorption by the kidneys into the blood. When rehydration takes place, the hypothalamus detects this and sends signal to pituitary gland to reduce the release of ADH. This stops further reabsorption of water by the kidneys.

Question 4 (c)

Many students did not answer this question. Those that did, went on to talk about chemotherapy in cancer as they recognise the word 'chemo'. A very few were able to answer this correctly and only managed to get one or two marks. A correct answer to gain all four points could be that chemoreceptors monitor oxygen, carbon dioxide and hydrogen ions. They also regulate endocrine system. Arterial chemoreceptors monitor the changes in the pressure of oxygen resulting in regulation ventilation levels to maintain oxygen levels. They also respond to carbon dioxide levels as do the central receptors in the brain by monitoring hydrogen ions which change the pH of the blood. In endocrine regulation, hypothalamus responsible for the secretions of hormones as detected by various chemoreceptors within the body that monitor hormone levels.

Question 4 (d)

Many students talked about layers of clothing, seeking a warm radiator etc. Some identified just hairs and one of the mechanism and vasodilation as the other. An exemplar answer could be erect hairs, goosebumps, vasoconstriction, and shivering. The erection of hair traps air as insulation while vasoconstriction reduces the blood flow to the surface of the skin thus preventing heat loss from the blood vessels close to the surface of the skin. Shivering is a reflex action where nerve impulses sent from hypothalamus induces tightening and relaxing the muscles in rapid succession to generate heat by kinetic energy.

Question 4 (e)

Many students got a mark for hypothermia, and a few got the second mark for hyperthermia. However, in the description, it became apparent that they did not know which was which. Many students use hyperthermia for hypothermia. An answer that would demonstrate their good knowledge and understanding could be the explanation of the terms Hypo and Hyperthermia. Hyperthermia increases heart rate, and the person may feel weak or faint. The body could swell. Prolonged hyper state could be fatal and could overheat the brain. While hypothermia slows down the heart rate and breathing can be difficult. The individual could become drowsy and confused. Prolonged hypo state could result in fatality.

Regulations for the conduct of external assessment**Malpractice**

There were six instances of malpractice in this assessment window. The Chief Examiner would like to take this opportunity to advise learners that instances of malpractice (for example, copying of work from another learner) will affect the outcome on the assessment.

Maladministration

No maladministration was reported in this assessment window. The Chief Examiner would like to highlight the importance of adhering to the Regulations for the Conduct of External Assessment document in this respect.

Chief Examiner: Kshitij Bhatt

Date: 21 March 2023