

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

Unit title: Anatomy and physiology for health and social care

Assessment code: HSCNI/SAE

Paper number: P001445

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
- Standard of learner work
- Evidence creation
- Responses of the tasks within the sections of the external assessment paper
- 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 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	A*	A	B	C	D	N	NYA
Raw mark grade boundaries	65	54	43	33	23	13	0

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

**In order to ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a points score based on a uniform mark scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.*

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

Grade	A*	A	B	C	D	N	NYA	Learners	501
% of learners	0.20	1.40	4.39	9.78	35.53	40.92	7.78	Pass Rate	92.22

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).

Standard of learner work

The quality of work was found to be varied. Majority of the learners attempted to answer all the questions. Some learners gave excellent responses which clearly demonstrated that they applied their knowledge gained in the classroom. The learners seem to be well prepared.

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.

Responses of the tasks within the sections of the external assessment paper

Question 1 (a)

- Majority of the learners were able to answer this question. Those who did not answer the question did not understand the term 'invasive'

Question 1 (b)

- Majority of the learners answered this question by saying the patient should be informed and gave good reasons as to why. It was decided that this answer is acceptable and accept answers that mentions other health care practitioners

Question 1 (c)

- Thermoregulation was adequately explained. Majority of the learners were able to explain the AO2 content well and gained points from that. However, AO3 responses were virtually non-existent

Question 1 (d)

- This question informed the examiners as to the quality of the learner's knowledge. Many answered correctly and mentioned ACTH (Adrenocortico tropic hormone), TSH, MSH which we agreed to allow points. However, Oxytocin was not awarded a point as it is produced in hypothalamus and stored in pituitary gland. This being a secreted hormone and not produced by pituitary gland

Question 1 (e)

- Relatively simple question in which many learners identified, wrongly, uterus secreting Oestrogens and Progesterone etc. Some learners were able to explain the role of these hormones in embedding the ovum and preparation of the lining of uterus for this event

Question 2 (a)

- Many put down brain as the answer and all other answers

Question 2 (b)

- Many learners homed in on the failing vision and explained aetiology of MS but not its consequences on well-being. Those who did attempt correctly were able to gain good marks in this question. Accepted answers that talked about advanced cases were tremors and seizures take place and cognitive degeneration. Accepted answer for depression as it can be direct or indirect result due to stress/anxiety

Question 2 (c)

- This was poorly answered question. Majority did not have any clue.
- Majority mistook the spinal cord as the spine and went in detail of how many bones the spine consisted of etc. Some mentioned the actual cord

Question 2 (d)

- A question answered by most learners, and they were aware of asthma. Accepted increases in heart rate due to stress and low heart rate. Accepted shortness of breath as it is the same as breathing difficulty but did not accept dizziness. Accepted lower lung capacity as it relates to tidal volume

Question 3 (a)

- The impact of wellness of asthma was well described

Question 3 (b)

- A question where lot of the learners were able to pick up good points showing their good understanding of the subject

Question 3 (c)

- Many did not understand this question and went on to identify other structures of the alimentary canal

Question 3 (d)

- Accepted breathing as it is a mechanical process of bringing oxygen to the rbc

Question 4 (a)

- Majority got points from AO2. Also accepted as enzymes are chemical catalysts which increase the rate of reaction without themselves being consumed or permanently damaged and they do not alter the chemical equilibrium between reactants and products as AO3

Question 4 (b)

- Majority got this answer right. Others mentioned non-chemical

Question 4 (c)

- This was well answered, and good points were given

Question 4 (d)

- This question was poorly answered in identifying the process peristalsis; however, many did explain the systematic contractions of the smooth muscles well

Question 4 (e)

- This question was where the learners were able to pick up a good few points

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

There were no 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 of maladministration were 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: 8 July 2022