

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

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

Unit title: Anatomy and physiology for health and social care

Assessment: HSCNI/SAE

Assessment date: 18 January 2022

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
- 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 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 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.

	A*	A	B	C	D	NYA
P001444	66	55	44	34	24	14

**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.

A*	A	B	C	D	N	NYA	Learners	1697
0.05	2.71	11.85	23.58	30.47	24.92	6.42	Overall Pass Rate	93.58

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

- it was noted in this paper that learners appeared to have limited knowledge of areas such as skin structure, glucoregulation, skeletal system and muscles: it looks like the learners were less prepared – this may be due to the disruption experienced by the learners in studying and getting into the discipline of classroom education
- the quality of standard was wide and varied – majority of the learners were able to answer the wellbeing questions very well in which they managed to pick up a lot of marks, but struggled with the technical questions
- majority of the learners attempted to answer all the questions, but some failed to read the questions correctly – maybe going over the past papers of the other similar qualification could help them
- some excellent responses were found to be from particular schools/colleges indicating perhaps the standard of teaching
- a number of learners failed to utilise the available marks fully – those that did utilise the full range of marks, tended to be the ones that achieved the higher grades
- this is a new paper, and the learners might have not been well prepared due to the teachers adjusting to the delivery of this qualification – this should improve next year
- preparing learners for the rigour of extended response questions should improve their performance in achieving higher marks within this paper
- the learners may have found difficulty in adjusting to the rigour and discipline of classroom teaching after the relaxed online teaching – this should improve in the coming years

Evidence creation

- questions must be read carefully to ensure all the components are answered and not repeated
- learners must attempt all the questions to ensure success in this paper

- it is essential to prepare the learners adequately to ensure they maintain consistency in all the questions regarding time management and the breadth of knowledge required, which would increase their chance of gaining higher grades
- preparing learners to acquire the skill, knowledge and understanding of the correct terminology would assist them to gain higher marks – failing to use the correct terminology may result in the learners describing the correct elements but unable to gain higher marks
- 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
- tutors must be reminded in their guidance, that learners cannot be awarded a mark for a response that has already been awarded in that section

Task responses

Question 1 (a)

Generally answered correctly, a few confused the question thinking it required the weighing instrument.

Question 1 (b)

Some good answers but many learners included height and/or weight as factors. Also, broad answers such as poverty, life chances and environment were included; often presented as a general account rather than technical. AO2 marks were less frequent as most repeated their response that was already awarded.

Question 1 (c)

Application of knowledge and understanding of the process of glucoregulation was mostly good obtaining full quota of AO2 marks. However, a rare few gave almost complete answers. Many responded that liver was the main endocrine organ to produce insulin and glucagon. A good confusion between glucagon and glycogen.

Question 1 (d)

Many identified the pancreas correctly but then described its function rather than its structure, very few attempted to describe the structure.

Question 1 (e)

Many gave abdominal organ answers and excretion was taken on its merit but not renal excretion or urinary excretion; maybe question could be less ambiguous? Some gave answers that were part of the structure of kidney such as Bowman's capsule and Henley's duct.

Question 2 (a)

Most answered correctly.

Question 2 (b)

- physical aspects: very few learners gave any information regarding the physical aspects other than it weakening the immune system
- cognitive aspects: no learners attempted to link cognitive disorders with the physical effects of HIV but instead linked them to anxiety and not being able to study
- emotional and social: learners were generally more confident in these areas linking AO3, such as reluctance to engage in personal relationships therefore making life lonely
- overall: many learners picked up 7 to 8 marks here, and even the lowest scoring learners scored on this question – some learners mentioned antiviral medications to reduce the viral load which was

good but could have mentioned PrEP as the specific one, there was a great deal of overlap between the answers to this question and to 3 (a)

Question 2 (c)

Very few learners correctly identified the position of the thymus and that it was involved with the immune system, no learners explained how it was involved. Most learners thought it was the thyroid and answered accordingly and a significant minority stated that it was to be found in the thigh.

Question 2 (d)

A reasonable number correctly identified T lymphocytes, but any explanation of function was very patchy. A rare few collected AO3 marks.

Question 3 (a)

- physical: most learners described the symptoms of eczema, and some linked this to secondary infections
- cognitive, emotional and social: were answered well in most cases
- overall: this question was generally answered well with many learners getting to the top of level 2 and some into level 3

Question 3 (b)

Generally answered correctly, but a lot of learners get hypo and hyper confused.

Question 3 (c)

Quite a lot of confusion with which components were found in the dermis, but some good answers, most talked about the sweat glands or vasoconstriction/dilation.

Question 3 (d)

Too much overlap between this question and 3 (c), many learners answered each question in the same way, usually about thermoregulation.

Question 4 (a)

Very mixed answers here: very few learners knew much about the fine structure of the bone, preferring to talk about bone shape and types of bone; quite a few identified marrow and blood cell production and majority talked about long bones giving structure/shape of the body and that they allow us to stand up.

Question 4 (b)

A variety of answers were given.

Question 4 (c)

Many learners did not interpret the question well and included references to calcium and blood cell production. Most of the better answers concentrated on support and protection. In many cases there was a lot of overlap between this question and 4 (a).

Question 4 (d)

Almost the majority of the learners named the joints such as ball and socket, hinge. Some did answer synovial correctly but failed to provide accurate description.

Question 4 (e)

Many learners identified at least 2 of the muscle types and could describe them, quite a few learners mentioned specific types of skeletal muscles and a few described 2 types as striated and smooth.



Regulations for the conduct of external assessment

Malpractice

There were 0 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 instances 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: 17/03/2022