

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: P002213

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	63	52	41	31	21	11	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.

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

Grade	A*	A	B	C	D	N	NYA	Learners	2085
	0.43	4.65	15.68	29.16	29.59	16.74	3.74	Pass Rate	96.26

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 varied. The majority of learners attempted to answer all of the questions. Some learners gave excellent responses which clearly demonstrated that they applied their knowledge gained in the classroom. The learners appear to have been well prepared for the assessment.

Evidence creation

Learners should use the space provided to answer questions. Where answers are typed or additional pages are 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)

Most students were able to identify the correct answer.

Question 1 (b)

This question got variable answers. Most students achieved 1 or 2 marks but lacked knowledge of what informed consent entailed. They thought it was asking the patients for their permission.

Question 1 (c)

This question proved to be a little challenging. Most students gave specific names of the medications, however, fewer managed to get other marks from the second part of the question.

Question 1 (d)

Many students interpreted this question as how the process of thermoregulation takes place. A few students went into considerable detail of mechanisms of thermoregulation, whilst others mentioned the possible reasons of failure and only very few mentioned the consequences of failure.

Question 1 (e)

This question was well answered. Some students referenced glomerulus, Bowman's capsule and collecting ducts including the kidneys in their answer. What many did not realise is that all those are the structures within the kidneys.

Question 2 (a)

Most students answered this question well by utilising PIES (as prepared by their centres) to guide them in their answer.

Question 2 (b)

Many students were able to gain full marks on this question. Some students simply mentioned bicuspid and tricuspid valves. Some mentioned atrioventricular valves but did not name those valves.

Question 2 (c)

Most of the students were not able to name this circulatory pathway. Some students gave generic answers and only a few went in detail and collected full marks.

Question 2 (d)

This was well attempted, and the majority of the students achieved high marks. However, some students missed the fact that it only required effects on social and emotional wellbeing.

Question 3 (a)

This question was answered well. Those students who were unsure of naming the layers of the skin were able to gain marks from its generic description.

Question 3 (b)

A well attempted question with correct identification of the female reproductive system. Many students mentioned vulva which the global term that describes all the structures that make the female external genitalia.

Question 3 (c)

A very well answered question. However, a few students mentioned LH and FSH instead of oestrogen and progesterone. Some also mentioned testosterone. Some students went further and mentioned that oestrogen inhibits the release of LH and FSH.

Question 3 (d)

Majority got this answer correct.

Question 4 (a)

Many students were able to score well on this question. Some students identified striated and smooth muscles but did not realise that both cardiac and skeletal muscles are striated, whilst some students chose hard and soft muscles.

Question 4 (b)

Most students scored well by giving generic details. Some students mentioned properties on synovial joint in good detail.

Question 4 (c)

Most students scored well here giving the correct answers.

Question 4 (d)

This question was a little challenging for some students. They could not name the response but scored one mark or so by giving generic answer to stress. Majority did not mention the release of adrenaline as a response to the mechanism.

Question 4 (e)

Majority scored some marks here but were confused with the cooling of the body and described how the body would respond to hypothermia. Some mentioned cooling but were unable to explain how the cooling took place.

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

There were no instances of maladministration 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: 25/03/2024