

# **3625-31 – Level 3 Advanced Technical Extended Diploma in Health and Care (1080)**

2018

## **Examiner Report**

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## Introduction

This document has been prepared by the Chief Examiner, it is designed to be used as a feedback tool, for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations for City & Guilds Technical qualifications.

This report provides general commentary on candidate performance and highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat the March 2018 examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, poor examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;  
3625-032/532 Level 3 Health and Care - Theory exam.

# Theory Exam - March 2018

## Grade Boundaries and distribution

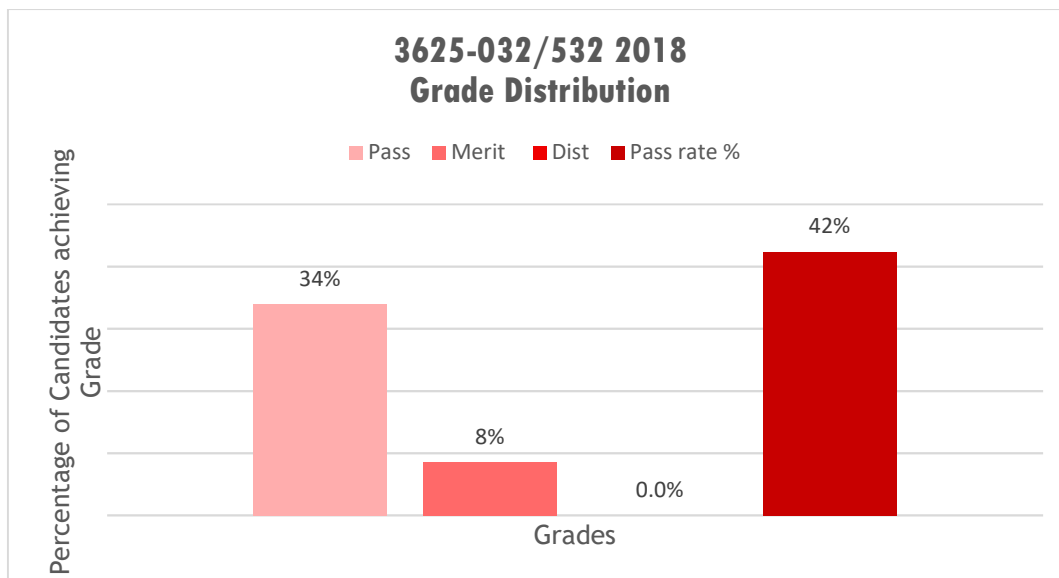
Assessment: 3625-032/532

Series: March 2018

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

<b>Total marks available</b>	<b>60</b>
Pass mark	26
Merit mark	34
Distinction mark	42

The graph below shows the distribution of grades and pass rates for this assessment;



# Chief Examiner Commentary

## General Comments on Candidate Performance

**Assessment component: 3625-032/532**

### Series 1 (March)

This examiner report relates to the first cohort of candidates that sat the 3625-032/532 Level 3 Health and Care March 2018 examination.

The overall candidate performance was reasonable. Most candidates attempted all questions and included relevant and specific examples to support their answers which were often detailed. A minority of candidates demonstrated a holistic application of knowledge drawn from a range of unit content and most had a good understanding of what the command verbs required of them.

Candidates demonstrated good knowledge and understanding in the topic areas of:

- Diagnostic tests in health care environments
- The principles of the psychological model
- The principles of the biomedical model
- The holistic approach and impact of the biopsychosocial model

Many candidates correctly answered both short and lengthier questions in the above-named areas, showing reasoning and examples to illustrate their point. For example, they demonstrated good recall of the theories and body systems for shorter questions and lengthier questions on applying behavioural and social learning theory were well answered. Many candidates offered examples to illustrate their understanding as part of their description and explanation.

Although candidates appeared to take note of the mark allocation for each question to determine the depth of response required, many simply repeated their response as opposed to making an additional point or gave more examples than were necessary.

Spelling and grammar are not specifically marked in these examinations but overall key terminology was spelt correctly.

Candidates did not demonstrate good knowledge and understanding in the topic areas of:

- Basic science in health and care
- The impact of genetics on health and wellbeing
- The principles of the sociological model
- The relationship between health and wellbeing
- The organisation of the human living cell, from its simplest level to the most complex level found in the human body
- The structure, functions and interdependency of the human body systems

With regards to the above, it became clear that many candidates struggle to learn definitions of key terminology. There were mixed responses for health and care initiatives but overall candidates were unable to recall them. This was contrary to being able to recall psychological and sociological theories except for the longer questions where candidates were not able to apply them coherently or in depth to supporting individuals with health conditions.

### **Extended response question**

Many candidates struggled to offer a well-structured and detailed answer to the extended response question which carried the highest number of marks within the paper. Most candidates demonstrated a minimal breadth and depth of knowledge of Crohn's disease, the impact of signs and symptoms on individuals and made limited reference to theoretical perspectives. Only some candidates gave clear consideration of the impact on access to health care, whilst fully justifying links to theoretical approaches. To access the higher marks in the band, candidates need to submit a comprehensive discussion using strong links to theoretical approaches. The response should be logical and well balanced and conclude with justification for the candidates' choices and recommendations.