

7457-402/602 Level 3 Anatomy and Physiology knowledge test - Paper 3

November 2021

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.

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 **September 2021** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment:
7457-402/602 Level 3 Anatomy and Physiology Knowledge test Paper 3.

Theory Exam – September 2021

Grade Boundaries and distribution

Assessment: **7457-402/602**

Series: **September 2021**

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel and the pass rate for this series:

| | |
|------------------------------|-----------|
| Total marks available | 60 |
| Pass mark | 29 |
| Pass rate | 29% |

Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 7457-402/602

Series: September 2021

Generally, the candidates displayed a similar ability to read and understand the questions to the previous series. Many answers to the recall of facts questions (AO1) clearly answered the question with their responses relating to the content and demonstrating a decent breadth of knowledge. This particularly applies to the straightforward anatomy questions. However, where the questions required descriptions or explanations to demonstrate an understanding of topics (AO2) there was a missed opportunity to gain more marks.

Some candidates offered facts, one and two-word answers, or a brief statement instead of a sufficient explanation for an answer. This was in some instances linked with the focus of the question being incorrectly addressed. The least effective answers were seen in the questions that asked to explain a function of something, where a function may have been given but an explanation was not supplied.

This paper was comprised of questions from Unit 361 only which consists of four learning outcomes.

Learning outcome 1

This outcome focuses on anatomical and physiological terminology and there were 6 marks available in two questions which were attempted reasonably effectively. The strengths came with the definition of the directional term distal and the medical terms dysuria, tachypnoea and oral and the weaknesses came with the definition of the term sagittal plane and haematemesis. These were AO1 questions and therefore did not require a deeper understanding, however the lack of definition of these terms did demonstrate a poor understanding of the terms.

Learning outcome 2

This outcome focuses on anatomical landmarks and there were 2 marks available over 1 question. The question was not attempted well overall. The strengths being candidates could recall an anatomical landmark. The weakness came from an inability to recall either 1 or 2 correct palpable landmarks. This was either an inability to recall a specific palpable landmark or a misreading of the question to give an answer of a vein or an artery in that particular limb or a bone of that limb. This was an AO1 question and therefore assessed recall of knowledge rather than a deeper understanding.

Learning outcome 3

This outcome focuses on the normal form and function of the body systems and it contains the most subject topics. The questions were mostly all attempted with variable degrees of effectiveness. Strengths were demonstrated in the basic cell structure, physiology and division topic area, and there was an improvement in the quality of the information given in the ERQ. Weaknesses were demonstrated when candidates were asked for explanations relating to the circulatory and respiratory systems. Candidates also lost marks by stating answers referring to endocrine secretions, in response to being asked about exocrine.

This outcome had a mix of AO1 and AO2 questions. The AO2 questions which relied upon explanations being required to demonstrate depth of understanding were poorly demonstrated in this outcome.

Learning outcome 4

This outcome focuses on the significant differences in anatomy and physiology of birds and reptiles compared to dogs, cats, small mammals. Strength was demonstrated in most candidates' ability to state at least two differences. This question was largely addressed well and any weaknesses demonstrated came in the inability to recall a fourth correct answer.

Extended response question

The question focused on the role and function of the nervous system. Most candidates demonstrated a good basic knowledge of the components, but as demonstrated in previous series the biggest limiting factor was the breadth and depth of the discussion. The higher marked answers showed a greater depth of understanding and an ability to bring all the information together. Many candidates were able to state the components and a basic understanding as to their function, but there was a general lack of depth, with some inaccuracies or confusion as to the sympathetic and parasympathetic aspect.

Overall comments

The candidates, as in previous series are still demonstrating that exam technique is lacking. It is advisable that candidates take care when reading the questions and need to be familiar particularly with the variety of command verbs. Often these were not responded to correctly, or were misinterpreted, especially the explain verb used to prompt a greater demonstration of knowledge. Some candidates did however give greater detail to the 'state' and 'name' verbs which unfortunately did not increase marks in this type of question.

In preparation for the extended response question, the key areas of focus to improve candidates marks over a range of abilities are:

1. Plan the answer to aid a focused discussion.
2. Include a wide range of descriptive information that relates to the topic. A wider range of basic information will improve marks in the lower bands.
3. Improving the candidate's ability to explain and justify their comments will improve their marks in the higher bands.

For any candidate wishing to appeal their result, centres can find information regarding the process for this on the City & Guilds website available here:

www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library