

# **7457-402 Level 3 Anatomy and Physiology knowledge test - Paper 3**

**August 2022**

## **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 **June 2022** 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 Level 3 Anatomy and Physiology Knowledge test Paper 3.**

# Theory Exam – June 2022

## Grade Boundaries and distribution

Assessment: **7457-402**

Series: **June 2022**

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

<b>Total marks available</b>	<b>60</b>
Pass mark	31
Pass rate	6%

# Chief Examiner Commentary

## General Comments on Candidate Performance

**Assessment component: 7457-402**

**Series: June 2022**

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 more straightforward anatomy questions. However, where the questions required fuller descriptions or explanations to demonstrate understanding of topics (AO2), candidates missed out on accessing the higher 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 a supporting explanation was not supplied.

94% of the cohort for this series was made up of candidates resitting this exam, many for the third, fourth or fifth time.

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 these questions were attempted reasonably effectively. The strengths came with the definitions of two physiological terms and the modes of joint movements in the shoulder. Weaknesses were shown with the definition of the term hemiplegia.

### Learning outcome 2

This outcome focuses on anatomical landmarks with candidates being asked to identify bones relating to different landmarks for 3 available marks. The responses to this question were quite poor with just under a third of candidates able to identify these.

### Learning outcome 3

This outcome focuses on the normal form and function of the body systems and as it contains the most subject topics, the majority of the marks were to be gained in this outcome with 48 marks available over 11 questions including the Extended Response Question. The questions were attempted with variable degrees of effectiveness. Strengths were demonstrated in stating the function of erythrocytes and monocytes and identifying the processes used to regulate body temperature. Weaknesses were demonstrated in the explanation of negative feedback in calcium regulation and the function of the structures in the male reproductive tract. The questions which relied upon explanations to demonstrate depth of understanding which were poorly attempted in this outcome. The ERQ demonstrated weaknesses in both content of answers and depth, and in some instances demonstrated a lack of understanding of the subject matter.

## Learning outcome 4

This outcome focuses on the significant differences in anatomy and physiology of birds and reptiles compared to dogs, cats, small mammals. A strength was demonstrated in most candidates' ability to state at least one difference between the respiratory tract of a bird and a cat. This question was addressed moderately. Weaknesses were demonstrated in candidates' inability to recall more than two correct answers or to answer in relation to the digestive system. The majority of candidates (50%) scored 1 out of the available 4 marks for this.

## Extended Response Question

The question focused on the function of the pancreas, gall bladder and liver within the digestive system of a dog. Most candidates could demonstrate at least a basic knowledge of the functions of the structures, but the biggest limiting factor was not only the breadth and depth of the discussion, but the limited knowledge displayed. The best answers showed a greater depth of understanding though little ability to bring all the information together. Many candidates appeared to lack basic knowledge of each structure, omitting to mention some of the structures. Therefore, there was a general lack of depth in the answers provided and an inability to fully explain points with some omissions/inaccuracies or confusion as to the roles of the structures under discussion, particularly those related to the digestive system. Some candidates discussed the pancreas in relation to its endocrine function rather than to its digestive function, demonstrating either a lack of knowledge and understanding or that the question had not been read correctly.

Performance has declined from the previous series with 17% of candidates accessing marks within Band 2 and 0% of candidates accessing marks within Band 3.

## Overall comments

Candidates are still demonstrating that exam technique may be lacking. It is advisable that candidates take care when reading the questions and need to be familiar particularly with the variety of command verbs and the types of responses that will be expected of them to access the full range of marks available.

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.

Previous papers and examiner reports are available to support candidates with preparation for future exams here:

<https://www.cityandguilds.com/qualifications-and-apprenticeships/land-based-services/animal-management/7457-veterinary-nursing#tab=documents>

For any candidate wishing to appeal their result, centres can find information regarding the process for this here:

[www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library](http://www.cityandguilds.com/delivering-our-qualifications/centre-development/centre-document-library)