



# **Level 3 Advanced Technical Extended Diploma in Health and Care (1080) 3625-034**

December 2017 Version 1.0

**Guide to the examination**

## Who is this document for?

This document has been produced for centres who offer **City & Guilds Level 3 Advanced Technical Extended Diploma in Health and Care**. It gives all of the essential details of the qualification's external assessment (exam) arrangements and has been produced to support the preparation of candidates to take the exam/s.

The document comprises four sections:

1. **Details of the exam.** This section gives details of the structure, length and timing of the exam.
2. **Content assessed by the exam.** This section gives a summary of the content that will be covered in each exam and information of how marks are allocated to the content.
3. **Guidance.** This section gives guidance on the language of the exam, the types of questions included and examples of these, and links to further resources to support teaching and exam preparation.
4. **Further information.** This section lists other sources of information about this qualification and City & Guilds Technical Qualifications.

# 1. Details of the exam

## External assessment

City & Guilds Technical qualifications have been developed to meet national policy changes designed to raise the rigour and robustness of vocational qualifications. These changes are being made to ensure our qualifications can meet the needs of employers and Higher Education. One of these changes is for the qualifications to have an increased emphasis on external assessment. This is why you will see an external exam in each of our Technical qualifications.

An external assessment is an assessment that is set and/or marked by the awarding organisation (ie externally). All City and Guilds Technical qualifications include an externally set and marked exam. This must be taken at the same time by all candidates who are registered on a particular qualification. We produce an exam timetable each year. This specifies the date and time of the exam so you can plan your delivery, revision and room bookings/PC allocation in plenty of time.

The purpose of this exam is to provide assurance that all candidates achieving the qualification have gained sufficient knowledge and understanding from their programme of study and that they can independently recall and draw their knowledge and understanding together in an integrated way. Whilst this may not be new to you, it is essential that your learners are well prepared and that they have time to revise, reflect and prepare for these exams. We have produced a Teaching, Learning, and Assessment guide that is you should refer to alongside the present document ([Teaching, Learning and Assessment Guide](#)). If a learner does not pass the exam at their first attempt, there is only one opportunity to resit the exam, so preparation is essential.

## Exam requirements of this qualification

- **Level 3 Health and Care (Care)**– Theory Exam (2 hours)

The exam is graded and a candidate must achieve at least a Pass grade in order to be awarded the qualification. (In addition to the exam, a synoptic assignment must also be completed and passed). You can find full details of the synoptic assignment in the *Qualification Handbook* and the *Synoptic Assessment Guide* – please see the link to the qualification page at the end of this document.

## When does the exam take place?

The exam is offered on two fixed dates in March or June. The exact dates will be published at the start of the academic year in the *Assessments and Exam Timetable*

<http://www.cityandguilds.com/delivering-our-qualifications/exams-and-admin>.

At the start of the programme of study, in order to effectively plan teaching and exam preparation, centres should know when the exam will be taking place and allocate teaching time accordingly. Section 2 of this document gives a summary of the content that needs to be covered in order to prepare learners for the exam and full details of this are given in the Qualification Handbook.

## Form of exam

The exam for this qualification can be taken either on paper (3625-534) or online (3625-034).

## Can candidates resit the exam?

Candidates may resit the exam once only. If a candidate fails the exam both on the first attempt and when resitting it, that candidate has failed the qualification and cannot achieve it in that academic year.

## How the exam is structured

Each exam has a total of 60 marks and is made up of:

- approximately 10 -12 short answer questions
- 1 extended response question.

Short answer questions are used to confirm **breadth of knowledge and understanding**.

The extended response question is to allow candidates to demonstrate **higher level and integrated understanding** through written discussion, analysis and evaluation. This question also ensures the exam can differentiate between those learners who are 'just able' and those who are higher achieving.

More details about and examples of question types are given in Section 3 of this document.

## Assessment Objectives

The exams are based on the following set of assessment objectives (AOs). These are designed to allow the candidate's responses to be assessed across the following three categories of performance:

- **Recollection** of knowledge.
- **Understanding** of concepts, theories and processes.
- **Integrated application** of knowledge and understanding.

In full, the assessment objectives covered by the exam for this qualification are:

Assessment objective	Mark allocation (approx %)
<i>The candidate..</i>	
AO1 <b>Recalls knowledge</b> from across the breadth of the qualification	30%
AO2 <b>Demonstrates understanding</b> of concepts, theories and processes from a range of learning outcomes.	50%
AO4 <b>Applies knowledge, understanding and skills</b> from across the breadth of the qualification in an integrated and holistic way to achieve specified purposes.	20%

## **Booking and taking the exam**

All assessments for City & Guilds Technical Exams must be booked through Walled Garden. There is a deadline for booking exams, synoptic assessments and any other centre marked assessments, please refer to the time line to check these dates.

The exam must be taken under the supervision of an invigilator who is responsible for ensuring that it is conducted under controlled conditions. Full details of the conditions under which the exam must be taken can be found in the Joint Council for Qualifications (JCQ) document, [Instructions for Conducting Examinations \(ICE\)](#).

## **Special consideration**

Candidates who are unable to sit the exam owing to temporary injury, illness or other indisposition at the scheduled time may qualify for special consideration. This is a post-examination adjustment that can, in certain circumstances, be made to a candidate's final grade. The Joint Council for Qualifications' guide to the special consideration process can be found at [www.jcq.org.uk](http://www.jcq.org.uk).

To make a request for special consideration, please contact: [policy@cityandguilds.com](mailto:policy@cityandguilds.com)

## **Access arrangements**

Access arrangements are arrangements that allow candidates with particular requirements, disabilities or temporary illness to take assessments, where appropriate, using their normal way of working. The Joint Council for Qualifications document, *Access Arrangements and Reasonable Adjustments* gives full details and can be downloaded [here](#).

For further information and to apply for access arrangements please see:

[Access arrangements - When and how applications need to be made to City & Guilds](#)  
[Applying for access arrangements on the Walled Garden](#)

## 2. Content assessed by the exam

### Health and Care (Health)

The exam assesses:

- **Unit 316: Structure, organisation and function of the human body**
- **Unit 319 Psychology and human behaviours**
- **Unit 320: Sociology of health, care and wellbeing**

Each exam assesses a sample of the content of these units. This means that a single exam will **not** cover 100% of the unit content. The full range of content will be assessed over a number of examination series. Details of the coverage of a particular exam paper will **not** be released in advance of the exam itself. Centres should **not** make assumptions about what will be assessed by a particular exam based on what has been covered on previous occasions. In order to be fully prepared for the exam, learners **must** be ready to answer questions on **any** of the content outlined below.

The table below provides an overview of how the qualification's Learning Outcomes are covered by each exam and the number of **marks** available per Learning Outcome (ie **not** the number of *questions* per Learning Outcome). In preparing candidates for the exam, we recommend that centres take note of the number of marks allocated to Learning Outcomes and to assign teaching and preparation time accordingly.

In preparing candidates for the exam, centres should refer to the Qualification Handbook which gives full details of each Learning Outcome.

The following is a summary of only that qualification content which is assessed by the exam and **not** a summary of the full content of the qualification.

Unit	Learning outcome	Topics	Number of marks per section
316 Structure, organisation and function of the human body	LO1 Understand the organisation of the human living cell, from its simplest level to the most complex level found in the human body	1.1 Single and complex cells 1.2 Relationship between cells and systems	8
	LO2 Understand the structure, functions and interdependency of the human body systems	2.1 Structure of body systems 2.2 Function of body systems 2.3 How the body maintains balance between systems	

319 Psychology and human behaviours	LO1 Understand psychological factors that influence human development	1.1 What psychology is 1.2 Debates in psychology 1.3 Influences on behaviour	24
	LO2 Understand psychological theories of human development	2.1 Psychological theories relating to human development 2.2 Psychological theories and life stages	
	LO3 Apply psychological theories of development to health and care practice	3.1 Psychological theories and specific human behaviours 3.2 Influence of psychological theories in health and care practice 3.3 Psychological review	
320 Sociology of health, care and wellbeing	LO1 Understand key theoretical concepts and sociological perspectives	1.1 Sociological perspectives 1.2 Definitions in health, illness and wellbeing 1.3 Concepts and theory relating to health, care, wellbeing and illness 1.4 Current issues in health and care	16
	LO2 Know factors relating to health, social inequality and diversity	2.1 Trends, patterns and explanations of social inequality and diversity 2.2 Health and wellbeing in the 21st Century	
		Total marks for sections:	48 marks
		Integration across units*:	12 marks
		<b>Total marks for exam:</b>	<b>60 Marks</b>

\* *Integration across units*. These marks relate to Assessment Objective 4. These marks are awarded to differentiate between levels of performance by candidates taking the exam. The marks are given for how well a candidate has applied their knowledge, understanding and skills from across the units that make up the qualification in an integrated way to meet the requirements of the exam questions.

### 3. Guidance

#### Vocabulary of the exam: use of 'command' verbs

The exam questions are written using 'command' verbs. These are used to communicate to the candidate the type of answer required. Candidates should be familiarised with these as part of their exam preparation.

The following guidance has been produced on the main command verbs used in City & Guilds Technicals exams.

A more detailed version of this table, which also includes the command verbs used in the assignments is published in *City & Guilds Technical Qualifications Teaching, Learning and Assessment* guide.

Command verb	Explanation and guidance
<b>Analyse</b>	Study or examine a complex issue, subject, event, etc in detail to explain and interpret, elements, causes, characteristics etc
<b>Calculate</b>	Work out the answer to a problem using mathematical operations
<b>Compare</b> (... and contrast) (or <b>describe</b> the similarities/differences)	Consider and describe the similarities (and differences) between two or more features, systems, ideas, etc
<b>Define</b>	Give the meaning of, technical vocabulary, terms, etc.
<b>Describe</b>	Give a detailed written account of a system, feature, etc <b>(..the effect of...on...)</b> the impact, change that has resulted from a cause, event, etc <b>(..the process..)</b> give the steps, stages, etc
<b>Differentiate</b> between	Establish and relate the characteristic differences between two or more things, concepts, etc
<b>Discuss</b>	Talk/write about a topic in detail, considering the different issues, ideas, opinions related to it
<b>Distinguish</b> between	Recognise and describe the characteristic differences between two things, or make one thing seem different from another
<b>Evaluate</b>	Analyse and describe the success, quality, benefits, value, etc (of an end product, outcome, etc )
<b>Explain</b>	Make (a situation, idea, process, etc) clear or easier to understand by giving details <b>(..how..)</b> Give the stages or steps, etc in a process, including relationships, connections, etc between these and causes and effects.
<b>Give example(s) illustrate/</b>	Use examples or images to support, clarify or demonstrate, an explanation, argument, theory, etc

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<b>Give a rationale</b>	Provide a reason/reasons/basis for actions, decisions, beliefs, etc
<b>Identify</b>	Recognise a feature, usually from a document, image, etc and state what it is
<b>Justify</b>	Give reasons for, make a case for, account for, etc decisions, actions, conclusions, etc, in order to demonstrate why they suitable for or correct or meet the particular circumstances, context
<b>Label</b>	Add names or descriptions, indicating their positions, on an image, drawing, diagram, etc
<b>List</b>	Give as many answers, examples, etc as the question indicates (candidates are not required to write in full sentences)
<b>Name</b>	Give the (technical) name of something
<b>Propose</b>	Present a plan, strategy, etc (for consideration, discussion, acceptance, action, etc).
<b>Select</b>	Choose the best, most suitable, etc, by making careful decisions
<b>State</b>	Give the answer, clearly and definitely
<b>Summarise</b>	Give a brief statement of the main points (of something)

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## Question types

The following explains, and gives examples of, types of questions used in City & Guilds Technical exams. In preparing candidates to take the exam, it is recommended that you familiarise them with the requirements of each question type so that they can be effective and make best use of the time available when sitting the exam.

- An effective candidate will gauge the type and length of response required from the question and the number of marks available (which is given for each question on the exam paper).
- Short answer questions may not require candidates to write in complete sentences. Extended response questions will require a more developed response.
- Candidates should read the exam paper before attempting to answer the questions and should allocate time proportionate to the number of marks available for each question or section.

Question type:	Example question	Example question:
<p><b>Short answer questions (restricted response)</b> These are questions which require candidates to give a brief and concise written response. The number of marks available will correspond to the number of pieces of information/examples and the length of response required by the question.</p>	<p>State <b>two</b> locations of the receptor cells responsible for tissue stimulation. (2 marks)</p>	<p>One mark for each of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> <li>• Skin</li> <li>• Eyes</li> <li>• Ears</li> <li>• Tongue</li> <li>• Nose/nasal.</li> </ul>
<p><b>Structured Response Questions</b> These are questions that have more than one part (eg a), b), etc.). The overall question is made up of linked, short answer questions which move the candidate through the topic in a structured way. For example, the question will usually start with a 'recall'/'state'/'describe' question followed by an 'explain' to draw out understanding of the</p>	<p>a) Describe <b>two</b> functions of the cardiovascular system. (2 marks)</p> <p>b) Explain the interaction between the cardiovascular and respiratory system. (2 marks)</p>	<p>a) One mark for each of the following:</p> <ul style="list-style-type: none"> <li>• Transports nutrients, oxygen, and hormones to cells throughout the body / transports blood around the body</li> <li>• Transports metabolic waste.</li> </ul> <p>b) One mark for each of the following explanations up to a maximum of two marks:</p>

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topic. They usually have a shared introductory 'stem', and the number of marks may increase through the question.

- The respiratory system filters air to provide oxygen to the circulatory system
  - The circulatory system filters carbon dioxide into the lungs to enable it to be removed from the body as waste.
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### **Extended response questions**

Extended response questions are those that require the candidate to write a longer written response using sentences and paragraphs. These usually require candidates to discuss, explain, etc. a topic in some detail. The question is often based on a short case study, scenario or other prompt. The level of detail should be gauged from the question and the number of marks available.

#### **Example question**

Charlotte is a support worker for Tej who is a 23 year old female and has an autistic spectrum disorder. Tej needs to access a range of routine health care checks. She finds change difficult to cope with, has limited ability to express herself verbally and tends to become anxious and agitated when faced with things she is unsure about.

Discuss how Charlotte could support Tej to access routine health care checks effectively with reference to psychological and sociological theories. (12 marks)

#### **Mark scheme**

Indicative content:

- Routine tests relevant to young women
  - Psychological theory – cognitive, behavioural, biological, humanistic
  - Sociological theory – functionalism, post modernism, symbolic interactionism, social construction
  - Impact on human behaviour - nature v nurture, idiographic approach
  - Impact of medical and social models of health on provision of services for people with disabilities
  - Medicalisation of conditions
  - Government initiatives supporting psychological and sociological theories in regard to both routine health checks and accessing health care for people with disabilities.
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### **Band 1 (1 - 4 marks)**

Basic discussion showing minimal breadth of considerations. Few links to knowledge of how people with an autistic spectrum disorder experience access to health care services. Made limited reference to theoretical perspectives and provided little or no justifications for these. The response lacked structure and coherency. Where facts were provided, these were sometimes incorrect.

To access higher marks in the band the response will include some attempt to address theoretical perspectives with a satisfactory range of considerations.

#### **Example band 1 response**

Tej will go to the doctor with Charlotte and have some routine checks done to see if she is OK. The doctor will take her blood pressure to make sure it is not too high or low and might ask her some questions about what she eats and weigh her. This is because the government want everyone to be the right weight to keep them healthy.

Behaviourist theory can link here because Charlotte will know what types of things trigger Tej's behaviour when she dislikes something and should tell the GP to help them to communicate with Tej. Freud said that what happens to a person when they are young affects them later in life so if Tej had a negative experience she might be scared of going to the doctor because of what happened before. Tej might be really scared and worried because this is something genetic in her personality, but it could also be because she has learned to worry about health checks from her parents when she was younger.

The doctor will look at Tej's health using a medical model and if there is anything wrong will give her medication or send her for more checks but will not ask about anything about her life in general. Functionalist theory says that it is important that people need to have good health and good health care for society to work, so it is important that Tej gets the support to stay healthy.

## Band 2 (5 - 8 marks)

Clear and relevant discussion which makes a reasonable attempt to cover breadth of considerations displaying good knowledge and understanding of how people with an autistic spectrum disorder experience access to health care services.

The discussion considers some theoretical perspectives which may be detailed in some areas. Throughout the discussion recommendations and opinions were offered with some justification and the use of some examples. The overall discussion is presented in a clear format and the use of terminology is mostly appropriate. Content is factually accurate.

To access higher marks in the band, the discussion will be mostly detailed and contain some justifications and good links to theories. The overall discussion will be presented clearly and with some logical structure.

### Example band 2 response

To make sure Tej does not have any health problems Charlotte will go with her to see the GP and have some routine tests done. The doctor will probably take her blood pressure because if her blood pressure is on the high side she would be at risk of a heart attack. The doctor might use a peak flow test if he thinks that she might have asthma.

Charlotte will expect Tej to be very anxious because she will be talking with someone she doesn't know, and a lot of the communication is verbal. Tej's autism means verbal communication is difficult for her, so Charlotte can help her by preparing for the visit using pictures and photos and stories about the visit to make her less anxious. Charlotte will ask the doctor to ask specific questions, that Tej can answer one at a time. She can also ask the doctor to tell Tej what he is doing and where they will touch her before they do. This will make her feel more comfortable. Charlotte might try to get the first appointment of the day to avoid waiting for too long and also book a double appointment as extra time may be needed for the doctor to explain what the tests are.

Tej's early experiences of health care may affect her now and psychodynamic theory gives some background information about how this happens. Tej might not be aware of early experiences that affect her in a negative way and this would only be found out if she had counselling looking into her past. The biological approach shows how Tej developed due to the environment she has been brought up in and her genetic inheritance. Genetics may have made Tej the way she is but nurture could have influenced how she reacts to certain things. Charlotte can help if she knows this and can help Tej avoid the things that make her the most agitated or to prepare her to deal with them.

The doctor will use a medical model to check Tej which means that he is likely to be in control and see Tej as the one with the autistic problem. He will probably not be looking at a picture of Tej as a whole person, with her own ethnicity and social background. Charlotte will be helping Tej using a social model approach and thinking of everything about her, so she gets all the support she needs.

The doctor will probably advise Tej about the importance of keeping a healthy weight and exercising and not drinking or smoking as these are unhealthy lifestyle habits. Tej's health information will be recorded on the NHS computer so that the statistics can be used to identify health problems and give support where they are most needed.

### **Band 3 (9 - 12 marks)**

Comprehensive and clear discussion showing breadth of understanding across the main considerations which were supported by effective justification that displayed depth of understanding. Sound knowledge and understanding of how people with an autistic spectrum disorder experience access to health care services. A well-reasoned discussion with accurate links to services and theoretical approaches were considered. Throughout the discussion coherent opinions were offered with clearly defined examples. Relevant use of accurate terminology was evident. The entire discussion was relevant and factually accurate.

To access higher marks in the band the response will be coherent, balanced and structured in a logical way. Clear consideration of health care checks and regularity of checks. Reference to the healthcare professionals' ability to understand and adapt care provision to the needs of the individual underpinned by theoretical approaches. Theoretical approaches are fully justified.

### **Example band 3 response**

The aim of a routine health check is for a doctor to help find or prevent a health problem. The checks provide the doctor with information about lifestyle, medical history and family history to determine if Tej is at risk of any health problems. The doctor will get to know Tej and understand her health needs and concerns. Some doctors think that everyone should know their blood pressure should be tested from their late teens because high blood pressure has no symptoms. It carries a risk factor for stroke and heart disease and can also lead to eye and kidney damage. If her blood pressure is 120/80 mm Hg or higher, Tej might need more screening. He might also test Tej's anoxxygen saturation with an oximeter because if it is low it could be a sign of lung disease. All the results will be filed on Tej's records, this sort of information is used by the government to target health problems where they affect the most people and to make work in partnership with other professionals who might support Tej.

In the medical model of health care, the doctor will be checking and treating Tej's physical health but will not be concerned with other social factors that affect her. He will record information about her health, disempowering patients because a doctor sees themselves as an expert, known as medicalisation, is negative for Tej. She needs a doctor who will give her choices in a way she can understand.

Piaget's theory looks at operative functions and Tej might have not developed these in the sensori motor stage and this would limit her social skills. Because of this, the unstructured time in the waiting room with other people, can be difficult for her so Charlotte could make sure that they don't arrive too early and make Tej anxious, or get the first appointment in the day. Psychodynamic theory says that failure in an early stage of development explains autism or it is a defense mechanism in response to very stressful conditions. To reduce stress, Charlotte could take Tej to visit the doctor's practice before the appointment to familiarise her with the environment. Autistic adults may face barriers using a healthcare system that relies heavily on verbal communication. Charlotte could use visual aids to help Tej understand, as many autistic people are visual thinkers. The doctor could ask concrete questions, like Piaget's sensori motor stage, that don't confuse Tej and if he needs to touch her, he should explain first. Negative experiences can influence Tej's ideas about the visit and make her fear the experience. If Charlotte knows of triggers for Tej to feel anxious, she could use a reward system, like Skinner did in his experiment, to give Tej something to look forward to and remember the visit as positive.

## Examination technique

Candidates with a good understanding of the subject being assessed can often lose marks in exams because they lack experience or confidence in exams or awareness of how to maximise the time available to get the most out of the exam. Here is some suggested guidance for areas that could be covered in advance to help learners improve exam performance.

### Before the exam

Although candidates cannot plan the answers they will give in advance, exams for Technical qualifications do follow a common structure and format. In advance of taking the exam, candidates should:

- be familiar with the structure of the exam (ie number and type of questions).
- be aware of the amount of time they have in total to complete the exam.
- have a plan, based on the exam start and finish time for how long to spend on each question/section of the exam.
- be aware of how many marks are available for each question, how much they should expect to write for each question and allow most time for those questions which have the most marks available.

### At the start of the exam session

At the start of the exam, candidates:

- should carefully read through the instructions before answering any questions.
- may find it helpful, where possible, to mark or highlight key information such as command words and number of marks available on the question paper.
- identify questions which require an extended written answer and those questions where all or part of the question may be answered by giving bullets, lists etc rather than full sentences.

### Answering the questions

Candidates do not have to answer exam questions in any particular order. They may find it helpful to consider, for example:

- tackling first those questions which they find easiest. This should help them get into the 'flow' of the exam and help confidence by building up marks quickly and at the start of the exam.
- tackling the extended answer question at an early stage of the exam to make sure they spend sufficient time on it and do not run out of time at the end of the exam.

Candidates should avoid wasting time by repeating the question either in full or in part in their answer.

Candidates should **always** attempt every question, even questions where they may be less confident about the answer they are giving. Candidates should be discouraged however, from spending too long on any answer they are less sure about and providing answers that are longer and give more detail than should be necessary in the hope of picking up marks. This may mean they have less time to answer questions that they are better prepared to answer.

### Extended answer questions

Before writing out in full their answer to extended questions, candidates may find it helpful to identify the key requirements of the question and jot down a brief plan or outline of how they will answer it. This will help clarify their thinking and make sure that they don't get 'bogged down' or provide too much detail for one part of the question at the expense of others.

## **Towards the end of the exam**

Candidates should always set aside time at the end of the exam to read back through and review what they have written in order to make sure this is legible, makes sense and answers the question in full.

If a candidate finds they are running out of time to finish an answer towards the end of the exam, they should attempt to complete the answer in abbreviated or note form. Provided the content is clear and relevant, examiners will consider such answers and award marks where merited.

Further guidance on preparing candidates to take the exam is given in the City & Guilds publication, [Technical Qualifications, Teaching, Learning and Assessment](#) which can be downloaded free of charge from City & Guilds website.

## 4. Further information

For further information to support delivery and exam preparation for this qualification, centres should see:

### City & Guilds

Qualification homepage: [www.cityandguilds.com/qualifications-and-apprenticeships/health-and-social-care/care/3625-technical-qualifications-in-health-and-care](http://www.cityandguilds.com/qualifications-and-apprenticeships/health-and-social-care/care/3625-technical-qualifications-in-health-and-care) which includes:

- Qualification handbook
- Synoptic Assignment
- Sample assessments

*Technical Qualifications, Resources and Support:* [www.cityandguilds.com/techbac/technical-qualifications/resources-and-support](http://www.cityandguilds.com/techbac/technical-qualifications/resources-and-support)

### Joint Council for Qualifications

*Instructions for Conducting Examinations:* <http://www.jcq.org.uk/exams-office/ice---instructions-for-conducting-examinations>