



Chief Examiner Report

**NCFE CACHE Level 3 Extended Diploma in
Health and Social Care**

QN: 601/6110/3

Assessment code: HSC/EDEA

Paper number: P003195 and P003199

Submission date: 03 October 2025

Introduction

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 performed well as well as any areas where further development may be required.

Key points:

- grade achievements
- administering the external assessment
- standard of learner work
- assessment structure
- use of word allocation
- criteria requirements and command verbs
- referencing of external assessment tasks
- assessment criteria (AC)
- 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 achievements

HSC/EDEA – Theme 1

Professional practice in health and social care

Grade	NYA	D	C	B	A	A*	Learners	2
% of learners	100.00	0.00	0.00	0.00	0.00	0.00	Pass rate	0.00

HSC/EDEA – Theme 2

Empowerment in Health and social care

Grade	NYA	D	C	B	A	A*	Learners	4
% of learners	75.00	25.00	0.00	0.00	0.00	0.00	Pass rate	25.00

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#) document. 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 for Delivery](#) (QSID) document.

Standard of learner work

There were limited numbers of learners to assess in this series. Learners must fully understand the requirements of the command verbs to ensure they meet these requirements. The D grades should be more than a brief attempt. Learners must ensure they have secured both D1 and D2.

Assessment structure

Learners are advised to signpost their submission with the grade criteria they are attempting. In this series some learners appeared to blend bands together, attempting all the D grades, or the C grades. When learners do this, they frequently lose focus of the individual grade criteria, resulting in not completing part, or all of a criteria.

Use of word allocation

Learners did not use all the word allocation. Learners are advised when attempting all the criteria up to A*, they will need to use the full allocation in order to meet the individual requirements of the command verbs.

Criteria requirements and command verbs

In order to meet the requirements of the command verbs, learners are advised to signpost their work with a heading. This will help ensure they attempt every criteria and meet the requirements of the command verbs.

Referencing of external assessment tasks

To meet the reference criteria learners must provide a quotation in speech marks and a source of the quotation. Citing the source and paraphrasing does not meet the requirements stated in the learner guidance.

Assessment criteria (AC)

Some learners signpost their work, this is a successful practice as it ensures learners focus on the command verb and the subject of the criteria. Blending responses for the grade bands often means criteria are not fully addressed, or they are attempted very briefly. An example is D2 which requires learners to discuss the relevance of their chosen key issues and relate this back to the theme. When learners title their work D, this is often not completed in depth and is not a discussion or not related to the theme.

HSC/EDEA – Theme 1

D criteria

D1. Learners achieved D1 by describing two relevant key issues.

D2. To achieve D2 learners ensure they provide more than a few sentences, they must “discuss” the relevance of their selected key issues from D1.

C criteria

To ensure learners achieve the C criteria they are advised to title their work with the full criteria. This will ensure they attempt both C1, and C2, a blended response often overlooks the requirements of C2.

B criteria

To achieve the B grades learners are advised to title their submission for each individual criteria attempted. Learners need to ensure they understand the requirements of the command verb and to analyse.

A criteria

To achieve A grades learners are advised to title their submission for each individual criteria attempted. To attempt the A grades and succeed, learners will have utilised the full word count. This will ensure they have addressed the requirements of the command verbs.

A* criteria

No learners attempted A* in this assessment.

HSC/EDEA – Theme 2

D criteria

D1. Most learners achieved D1, discussing two relevant key issues.

D2. Some learners provided a good discussion as to the relevance of their key issues and related them back to the theme.

D3. Learners provided 2 clearly identifiable quotations and sources.

C criteria

To achieve C criteria learners should signpost the criteria they are attempting. This will help them focus on addressing the individual grade criteria and ensure success.

B criteria

Learners did not attempt the higher grades or did not signpost them, so their submission was not relevant to the requirements of the instructions.

A criteria

Learners did not attempt the higher grades or did not signpost them, so their submission was not relevant to the requirements of the instructions.

A* criteria

No learners attempted A*

Regulations for the conduct of external assessment

Malpractice

There were zero 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 zero instances of maladministration 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: Clare Scott

Date: 12 December 2025