

**NCFE CACHE Technical Level 3 Extended Diploma in Health and Social Care
(601/8435/8)**
HSC/SAE
Assessment window: Spring 2021

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 provide a holistic overview as to where learners generally performed well, as well as any areas where further development may be required.

Key points:

- grading information
- raw mark grade boundaries
- administering the external assessment
- assessment structure
- use of word allocation
- criteria requirements and command verbs
- referencing of external assessment tasks
- 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.

Grading information

Grade	A*	A	B	C	D	N	NYA	Learners	286
% of learners	0.35	2.10	8.39	29.02	28.67	23.34	8.04	Pass rate	68.53

Raw mark grade boundaries

Grade	A*	A	B	C	D	N	NYA
Raw mark grade boundaries	65	53	41	29	18	9	0

Administering the external assessment

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

For information relating to the 'N' grade, please review our [N Grade Key Facts](#) document.

Issues for centres to consider in relation to HSC/SAE:

Required knowledge and understanding

- Learners are required to have a sound knowledge of all learning outcomes across DM3.1, prior to commencing the examination.
- DM3.1 has mandatory teaching content. This governs what should be taught by centres and guides centres with regard to the correct terminology required in the assessment. Centres are reminded to utilise the mandatory teaching content in their teaching and in preparing learners for the assessment.
- Learners must have understanding of anatomy and physiology of the human body systems, organs, relationship between these, homeostasis and the skills required to obtain and record physiological measurements.
- The style of assessment on DM3.1 covers a wide variety of topics across the mandatory content, requiring learners to have a broad knowledge.
- Consequences of a lack of adequate preparation may be that learners do not have the required knowledge, understanding or skills to respond to the range of questions presented on a test paper.
- It was noted on this paper that learners appeared to have limited knowledge of some areas of the specification, in particular the muscular system and thermoregulation. These areas have been explored in previous series with much more learner success, indicating that learners in this series appear to have been less prepared than previously. This may be due to disruption caused by the covid pandemic.

Accurate question answering

- Questions must be read carefully to ensure all components can be responded to accurately. Learners have not achieved available marks because they have inappropriately interpreted the question.
- A number of learners answering questions have not utilised the marks available within the questions fully.
- Those learners that utilised a full range of marks tended to be those learners that achieved the higher grades.
- Preparing learners for the rigour of extended response questions would improve the performance of those learners to improve their overall marks within the examination.
- Preparing learners to utilise the terminology and content of the mandatory content would assist them to gain higher marks and therefore improve results.
- It is probably that disrupted delivery patterns and national restrictions as a result of the covid pandemic may have caused issues regarding learners' examination preparation.

Consistency of responses across questions

- Learners must attempt all questions on the paper to try to ensure success.
- A number of learners showed inconsistency in answering the questions on the paper, answering some questions more than adequately, whilst not answering other questions at all.
- Those learners that achieved the higher grades in this examination showed a more consistent answering pattern across the paper.
- Learner performance was reduced due to not answering short response questions or extended response questions. Learners are required to be practiced in both short and extended response questions.
- Preparing learners adequately in terms of consistency of attempting questions, time management and breadth of knowledge required would have increased their chances of improved success in this examination.

- Again, learners appear to be unprepared for the rigour of the examination and many showed a lack of consistency in their answers to questions. This is probably due to disruptions caused by the covid pandemic.

Regulations for the Conduct of External Assessment

Malpractice

There were no reported instances of malpractice in this assessment window. The Chief Examiner would 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 no reported instances of maladministration in this assessment window. The Chief Examiner would highlight the importance of adhering to the Regulations for the Conduct of External Assessment in this respect.

Chief Examiner: Robert Jay

Date: 26/03/2021