

**NCFE CACHE L3 Certificate in Health and Social Care Extended Assessment  
601/6109/7**

**NCFE CACHE L3 Extended Diploma in Health and Social Care Extended Assessment  
601/6110/3**

**HSC CEA**

**Submission date: 21 September 2018**

**Chief Examiner's Report**

**Theme 1 Communication in Health and Social Care <sup>1</sup>**

| Grade         | A*   | A     | B     | C     | D     | NYA   | Learners  | 90    |
|---------------|------|-------|-------|-------|-------|-------|-----------|-------|
| % of learners | 0.00 | 10.00 | 21.11 | 27.78 | 15.56 | 25.56 | Pass rate | 74.45 |

**Theme 2 Safeguarding in Health and Social Care**

| Grade         | A*   | A     | B    | C     | D     | NYA  | Learners  | 4   |
|---------------|------|-------|------|-------|-------|------|-----------|-----|
| % of learners | 0.00 | 25.00 | 0.00 | 50.00 | 25.00 | 0.00 | Pass rate | 100 |

**Issues for centres to consider in relation to the HSC CEA:**

| <b>Extended Assessment structure</b>  |
|---|
| <ul style="list-style-type: none"> <li>• Where learners have organised their work logically and clearly identified the individual criterion being responded to, focus was maintained on the specific requirements of each criterion.</li> <li>• Where learners presented a holistic discussion, focus was often lost and responses were not developed in line with full criteria requirements.</li> <li>• Where learners combined criteria, there were cases of omitting individual criteria from the discussion, this was particularly evident in the B and C grades.</li> <li>• Where all criteria for a grade were not submitted, learners were unable to achieve that grade.</li> <li>• Learners who made effective links to the assessment theme (Safeguarding/ Communication in Health and Social Care) throughout the discussion, were generally able to achieve higher grades.</li> </ul> |

<sup>1</sup> Ongoing malpractice cases have been excluded from the data

| <b>Use of word allocation</b>   |
|---|
| <ul style="list-style-type: none"> <li>• Some learners did not utilise the full word count in order to attempt the higher grade criteria.</li> <li>• Some candidates used excessive words to respond to lower grade criteria, limiting attempts for the higher grade criteria.</li> <li>• Centres should continue to encourage learners to utilise the full word allocation and structure the discussion to ensure escalating criteria requirements can be met.</li> </ul>  |
| <b>Criteria requirements and command verbs</b>  |
| <ul style="list-style-type: none"> <li>• Learners are encouraged to refer to theoretical approaches that they have a good understanding of and can relate to practice in health and social care (B1).</li> <li>• Centres should continue to ensure learners read and understand the specific requirements of each criterion before responding.</li> <li>• Centres should continue to ensure learners understand the requirements of the command words such as analysis and evaluation, to ensure the appropriate development is made within discussions.</li> <li>• When attempting A* grade criteria, learners must ensure all components of the criteria have been accurately responded to.</li> <li>• Images and diagrams must be referenced and make a valid contribution to the discussion presented.</li> </ul> |
| <b>Referencing</b>  |
| <ul style="list-style-type: none"> <li>• The majority of NYA results were due to learners not meeting the referencing criteria of the assessment or completely omitting references within work (please see Theme 1 results above).</li> <li>• Centres should guide learners to ensure a minimum of two references are included to support own ideas and opinions for each grade.</li> <li>• Learners should proofread their work to ensure identifiable and traceable references have been included to support the discussion throughout.</li> <li>• Centres should continue to support learners to use references selectively to support own discussion; over-reliance on source material has impacted on the demonstration of own knowledge and understanding of the subjects being assessed.</li> </ul>            |