

NCFE CACHE Technical Level 3 Extended Diploma in Health and Social Care (601/8435/8)

Assessment code: HSC SAE

Submission date: 8 July 2022

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

Key points:

- Grade boundary Information
- Administering the external assessment
- Standard of learner work
- Accurate answers
- Task responses
- 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 boundary information

Each learner's external assessment paper is marked by an examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

| Grade | A* | A | B | C | D | N | NYA |
|---------------------------|----|----|----|----|----|---|-----|
| Raw mark grade boundaries | 68 | 55 | 42 | 30 | 18 | 9 | 0 |

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

**In order to ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a points score based on a uniform mark scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.*

Below you will find the percentage of learners that achieved each grade.

| Grade | A* | A | B | C | D | N | NYA | Learners | 164 |
|---------------|------|------|------|------|-------|-------|-------|-----------|-------|
| % of learners | 0.00 | 1.83 | 4.88 | 4.88 | 21.95 | 45.73 | 20.73 | Pass Rate | 79.27 |

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).

Standard of learner work

- DM3.1 has mandatory teaching content. This governs what should be taught by centres and guides centres regarding the correct terminology required in the assessment. Centres are reminded to utilise the mandatory teaching content in their teaching and in preparing candidates for the assessment.
- candidates must understand anatomy and physiology of the human body systems, organs, relationship between these, homeostasis and the skills required to obtain and record physiological measurements
- consequences of a lack of adequate preparation may be that candidates do not have the required knowledge, understanding or skills to respond to the range of questions presented on a test paper (see percentage of referrals above)
- consequences of not using the correct terminology may be that candidates may describe the correct elements of a required response but are unable to gain maximum marks due to incorrect terminology
- many candidates did not expand on answers given in either extended response questions or those that required more detail. This is indicative of limited knowledge of the required mandatory teaching content. This lack of knowledge severely hampered candidate success

Accurate answers

- questions must be read carefully to ensure all components can be responded to accurately. Candidates have not achieved available marks because they have inappropriately interpreted the question
- several candidates answering questions have not utilised the marks available within the questions fully
- those candidates that utilised a full range of marks tended to be those candidates that achieved the higher grades
- preparing candidates for the rigour of extended response questions would improve the performance of these candidates. Which in turn would improve their overall marks within the examination

- Preparing candidates to utilise the terminology and content of the mandatory content would assist candidates to gain higher marks and therefore improve results

Task responses

- candidates must attempt all questions on the paper to try to ensure success
- several candidates showed inconsistency in answering the questions on the paper, answering some questions more than adequately, whilst not answering other questions at all
- those candidates that achieved the higher grades in this examination showed a more consistent answering pattern across the paper
- candidate performance was reduced due to not answering short response questions or extended response questions. Candidates are required to be practiced in both short and extended response questions
- preparing candidates 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

Regulations for the conduct of external assessment

Malpractice

There were no 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

No of maladministration were reported 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: Rob Jay

Date: 8 July 2022