

NCFE CACHE Level 3 Applied General Award in Health and Social Care (603/2913/0)
NCFE CACHE Level 3 Applied General Certificate in Health and Social Care (603/2914/2)

AGAHSC

Assessment date: 11/03/2020

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
- required knowledge and understanding
- accurate question answering
- consistency of responses across questions
- 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	Distinction	Merit	Pass	NYA	Learners	45
% of learners	0.00	2.22	20.00	77.78	Pass rate	22.22

Raw mark grade boundaries

Grade	D	M	P
Raw mark grade boundaries	60	48	36

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](#)).

Issues for centres to consider in relation to AGAHSC:

Required knowledge and understanding

- Learners are required to have a sound knowledge of all learning outcomes across AGAHSC Units 01 and 02, prior to sitting the Short Answer Examination.
- AGAHSC Units 01 and 02 have mandatory teaching content. This guides centres with regard to teaching and learning as well as 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.
- Preparing learners for the rigour of extended response questions would improve learner performance and overall marks achieved. It was evident that some learners were not accessing the higher band of potential marks on the extended response questions.
- Consequences of a lack of adequate preparation may be that learners do not have the required practical or theoretical knowledge/understanding or skills to respond to the range of questions presented on an exam paper.

Accurate question answering

- Questions must be read carefully to ensure all components can be responded to accurately. Where full available marks were not achieved, learners have inappropriately interpreted the question.
- *Question 4b*; some learners lost focus on socio-economic factors that may affect an individual's growth and development.
- A number of learners have not fully utilised the marks available within the questions. It is advised that learners note the tariff of each question, to ensure they provide answers which reflect this value.
- *Question 6a and 6b*; a number of learners did not develop answers related to theory; including Erikson's psychosocial development and Ainsworth's theory of attachment.
- Preparing learners to utilise the terminology and content of the mandatory content would assist learners to gain higher marks and therefore improve results. Encouraging learners to respond appropriately to the range of command words could also improve the development of answers and overall results.
- *Question 8b*; some learners were not able to describe the relationship between legislation and policies and procedures in health and social care.
- Many learners used the allotted time well and attempted the majority of the questions on the paper.
- Learners are encouraged to refer to the scenario on the question paper in order to make relevant application in answers, where required.

Consistency of responses across questions

- Centres should continue to encourage learners to attempt all questions on the paper to gain more of the potential marks.
- 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.

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: Emma Ward

Date: 1/5/2020