



NCFE CACHE Level 3 Certificate in Health and Social Care (601/6109/7)
NCFE CACHE Level 3 Extended Diploma in Health and Social Care (601/6110/3)

HSC CEA

Submission date: 9 May 2018

Chief Examiner's Report

HSC CEA1

Learners	240
Pass rate	94.60%

Grade	A*	A	B	C	D	R
% of learners	2.92	6.67	22.92	34.17	27.92	5.40

HSC CEA2

Learners	238
Pass rate	78.58%

Grade	A*	A	B	C	D	R
% of learners	0.84	20.59	17.23	22.69	17.23	21.42

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

Extended assessment structure
<ul style="list-style-type: none">Learners are recommended to respond to criteria separately from D grade upwards, clearly labelling each criterion attempted. The assessment is marked in this way.Holistically written assessments often lack focus and depth to meet the requirements of the higher grades.Learners must attempt each criterion within a grade in order to have an opportunity to achieve a full grade.Wherever possible learners should avoid combining criteria as this makes it more difficult to address each criterion fully. Learners often attempted to address C1 and B1 together which made achievement of both criteria difficult.
Use of word allocation
<ul style="list-style-type: none">The number of learners submitting assessments with higher word counts is improving.The word allocation should be used appropriately. Higher word counts should be evidenced particularly from B grade upwards. This allows learners to have a greater opportunity to develop and show the skills of analysis, discussion and evaluation within their assessments. The use of a large word allocation in the D grade should be avoided as it can impact on attempts for higher grades.
Criteria requirements and command verbs
<ul style="list-style-type: none">The requirements of each criterion must be read carefully to recognise the various components. Learners must respond fully to each component. Some criteria requirements relate to the key issues whilst others relate to the theme; these must be addressed within the responses. Guidance for the completion of this assessment is available on the NCFE CACHE website.

Criteria requirements and command verbs (cont'd)

- Careful interpretation of the command verbs for every criterion must be met. Criteria explanations must be read carefully to ensure requirements are understood and are evidenced within the assessments.
- The command verbs 'analyse', 'discuss' and 'evaluate' must be looked at carefully. Bullet pointed material or the inclusion of a short description is not acceptable. Learners' own understanding must be clear within a discussion. A criterion which requires an evaluative discussion must also include evidence to show an understanding of the issue from more than one perspective in order to show the strengths and limitations of the subject.
- Centres could provide learners with the verb explanations for this assessment to ensure understanding of the expectations for each command verb.
- D1 and D2 – two clear issues must be identified within these criteria and their relevance to the theme explained.
- C1 – a description of a theory, legislation or report should be linked to both key issues identified in D1.
- B1 – analysis of one theory or one philosophical approach, legislation or report that contributes to the theme is required to achieve this grade. Learners cannot always evidence the depth of information required when including material from each of these sources.
- B2 – the explanation of Inclusive practice must relate to the theme to achieve this criterion.
- B3 – analysis of learners' own learning and own future practice should be included as much as possible when attempting this criterion. Links to the theme must be clear.
- Learners must achieve B1 before A2 can be met.
- A1 – responses must relate to the key issues identified in D1. A clear judgement must be made relating to their relevance when working in health and social care.
- A3 – a range of professional skills must be discussed and these must relate to the theme when attempting this criterion.
- A*1 – evidence must clearly demonstrate the higher level skills required for this grade. The evaluation must include the strengths and limitations of the influence of the theory, report or legislation. Links to the assessment theme must be meaningful and clear.
- A*2 – each component of this criterion must be addressed in full.

Referencing

- The majority of assessments Referred were as a result of poor referencing techniques or a complete lack of quotations within the work (see statistics for HSC CEA2). Many learners had not included identifiable and traceable quotations to support their work.
- Centres should guide learners to ensure two quotations are included for each grade. The references used must be made identifiable and should support the responses within each grade.
- The use of extensive quotations or long cited paragraphs should not be used instead of learners' discussion in their own words.
- Learners should carefully read and follow the escalating referencing requirements at each grade and use quotations to support the discussion.