



# Chief Examiner Report

**NCFE CACHE Level 3 Certificate in Health and Social  
Care  
QN: 601/6109/7**

**Assessment code: HSC CEA**

**Paper number: P002762 and P002763**

**Submission date: 10 January 2025**

## Introduction

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

### Key points:

- grade achievements
- administering the external assessment
- standard of learner work
- assessment structure
- use of word allocation
- criteria requirements and command verbs
- referencing of external assessment tasks
- assessment criteria (AC)
- 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 achievements

### HSC CEA – Theme 1 Communication in health and social care

Grade	NYA	D	C	B	A	A*	Learners	958
% of learners	8.98%	43.22%	39.04%	7.52%	1.25%	0.00%	Pass rate	91.02%

### HSC CEA – Theme 2 Safeguarding in health and social care

Grade	NYA	D	C	B	A	A*	Learners	1646
% of learners	12.94%	34.33%	43.80%	7.29%	1.34%	0.30%	Pass rate	87.06%

## Administering the external assessment

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

## Standard of learner work

### Assessment structure

This series saw a vast number of holistically written scripts, sometimes the entire submission, sometimes broken down to the D's, C's, B's, A's, A\* criteria. This is frequently not a good strategy as learners fail to complete the requirements of the command verbs, or criteria are missed all together or so brief or underdeveloped, they do not meet the demands of the command verb.

Pictures and diagrams are not beneficial.

Assignments often finished part way through a grade criterion, only completing C1, or B1 Holistic scripts often lose focus of all grade criteria, becoming the story the learner wants to write. Failing to target the requirements of the individual grade criteria. Centres are advised to advise learners to identify the grade criteria they are attempting.

When students structure their work using the assessment criteria (AC) it appears to support their writing, maintaining a focus both on the demands of the command verb and the focus on the theme / key issues.

### Use of word allocation

Many learners only submitted assignments attempting the lower grades using a large word count to ensure their success.

Some learners attempted the entire assignment including A\*, using only part of the word count. This means the demands of the command verbs are frequently not met.

Some learners attempted up to A\* using the full word allocation but reducing B1 to allow for the higher criteria; this is not a successful strategy as the result is B1 is not achieved. Learners need to think about the weighting of words in each criteria and the number of words available, later grades need to show development of their ideas.

### Criteria requirements and command verbs

Many learners engaged well with the command verbs achieving the grade they set out to.

### Referencing of external assessment tasks

Referencing sometimes improved with clear quotations and their sources. Some learners did not provide quotations or only made one quotation per grade boundary.

Isolated quotations as a separate D3/C3/B3 section do not inform the learners writing and so do not meet the required criteria.

Learners should be reminded that the length of the quote should not replace the learners' own work.

For learners to achieve the reference criteria for each grade boundary, they need to provide 2 quotations in the body of the writing for that grade boundary. The quotations must inform the learners writing, not be isolated at the bottom of their work. A useful way to do this is by emboldening the text in speech marks, or highlighting, this way learners can easily check they have completed two quotes, ensuring they can achieve each grade.

### Assessment criteria (AC)

#### HSC CEA – Theme 1 (Communication in Health and Social care)

Many learners completing theme 1 provided scripts with a medium word count but attempted only the lower grades. This means they completed lengthy and detailed submissions to ensure they met the command verbs of D1 and D2. Many learners finished mid-grade boundary, completing C1 but not submitting any work for C2.

#### D Criteria

Learners did not always make their two key issues clear, writing about a topic and explaining many issues.

#### C Criteria

C Criteria was frequently attempted successfully.

Sometime learners used many words describing a theory of communication but not linking this to their key issues.

C2 was often just touched upon or even omitted, students need to complete every criteria within a grade.

#### B Criteria

B1 frequently had very long narratives about legislation or case studies, this didn't necessarily meet the requirements of this criteria, an overview is sufficient, long stories are just descriptive.

B1 is an important criteria to achieve as learners attempting the higher grades must achieve B1, to go on to A2, and A1\*

B3 must focus on the learners own personal learning, analysing their own learning and the impact on future practice.

B3 was frequently missed in holistic submissions.

### **A Criteria**

Sometimes to ensure there is enough of the word count available for the A grades B1 has been shortened and does not meet the criteria.

To achieve A2, B1 must first be achieved.

### **A\* Criteria**

To achieve A1\* A2 must have been achieved.

## **HSC CEA – Theme 2 (Safeguarding in Health and Social care)**

Many learners completing T2 successfully, completed lengthy assignments but focussing on only the D and C criteria. Learners working this way use a large word count which ensures doing more than meeting the command verbs, providing lengthy and detailed submissions.

### **D Criteria**

Often learners did not make their two key issues clear, instead writing an essay about the broad importance of safeguarding and many types of abuse.

### **C Criteria**

Learners often used many words using C1 as a place to tell the story of a well-known safeguarding serious case review, sometimes forgetting to link back to their key issues.

Blending B1 and C1 is not advised as the B1 command verb is often not met.

### **B Criteria**

Sometimes to ensure there is enough of the word count available for the A grades B1 has been shortened and does not meet the criteria.

B1 was sometimes very brief, an extension on C1 failing to analyse.

B3 must focus on the learners own personal learning, analysing their own learning and the impact on future practice.

B3 was frequently missed in holistic submissions.

### **A Criteria**

Sometimes to ensure there is enough of the word count available for the A grades B1 has been shortened and does not meet the criteria.

To achieve A2; B1 must first be achieved.

**A\* Criteria**

To achieve A1\* A2 must have been achieved.

**Regulations for the conduct of external assessment****Malpractice**

There were 17 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.

Learners should be aware that plagiarism and the suspected use of artificial intelligence (AI) will be investigated. Most commonly in this series we saw a mix of plagiarism using cut and paste from sources not disclosed in the assignment by the learner, and the use of AI to enhance the quality and content of the writing or replace any original learner work.

**Maladministration**

There were 0 instance of maladministration 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: Clare Scott**

**Date: 25 February 2025**