

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

Submission date: 6 June 2019

Chief Examiner's Report

Grade	Distinction	Merit	Pass	NYA	Learners	8
% of learners	0.00	100.00	0.00	0.00	Pass rate	100.00

Number of learners	8			
Raw mark grade boundaries	60	48	36	

Issues for centres to consider in relation to the AGAHSC:

General comments
<ul style="list-style-type: none"> This paper was accessible to the majority of learners and very few questions were not attempted. However, some learners did not always focus on the demands of the question and included material that was not relevant. This unfortunately does not attract credit. Learners should be encouraged to look at all parts of the question, including the command verb, before writing their response. Learners that identified inter-connections between material in synoptic questions did well, whilst other learners found synoptic elements challenging.
Comments on specific questions
<p>Question 1b</p> <ul style="list-style-type: none"> Some learners did not engage with the 'legislation' part of the question and instead referred to policies that could be in place within a setting. Learners could be encouraged to think about how policies and procedures are ways in which legislation can be applied in a setting, but that in themselves they are not laws. Centres should note that the year should be included, after the name of the legislation, to gain the mark.
<p>Question 2</p> <ul style="list-style-type: none"> The command verb here is 'analyse'; and learners should be encouraged to break down into component parts the factors that may affect service provision. These factors should be identifiable with the main body of the response.
<p>Question 3b</p> <ul style="list-style-type: none"> Some learners did not engage with the question stem here and did not consider the particular needs of the service users Lily would be working with in her role. This would help as they try and focus on the social development issues they would face. At times, responses were vague and could be applicable to any life stage.

Comments on specific questions (cont'd)
<p>Question 4c</p> <ul style="list-style-type: none"> • There were mixed responses to this question and those that scored higher, typically included consideration of how a service provider should be aware of their own values and beliefs, but that the service provided to a particular service user should not be negatively influenced by this. Some learners mentioned the need for 'balance' here which did signpost a deeper level of understanding.
<p>Question 5b</p> <ul style="list-style-type: none"> • Learners could be encouraged to ensure that the barriers they are considering as part of their analysis are clearly identifiable within the main body of the response. At times, extended responses were provided, but which had no discernible analysis of barriers.
<p>Question 6c</p> <ul style="list-style-type: none"> • Erikson's theory was not typically well understood by learners and there were challenges in applying knowledge to the young people in the question.
<p>Question 8b</p> <ul style="list-style-type: none"> • Learners should be encouraged to think about what a 'reasonably expected' life event could be for individuals at the identified life stage. They could engage with this through considering life events as being 'expected' and 'unexpected'.
<p>Question 9b</p> <ul style="list-style-type: none"> • Some learners suggested inappropriate practitioners which showed a misunderstanding of the roles different professionals play.
<p>Question 10</p> <ul style="list-style-type: none"> • Learners should be encouraged to consider all parts of the question. Here the focus is on individualised care plans and their role and purpose. Beginning by planning the response, considering these key points from the question, could help ensure that appropriate focus is maintained.
Criteria requirements and command verbs
<ul style="list-style-type: none"> • Learners should be reminded to look at the command verb when deciding how to respond to a question. There was some confusion between 'describe' and 'explain' and in addition, some learners did not engage with 'analysis'. • Looking at how many marks have been allocated to a question can guide a learner in terms of how much breadth/depth is required.
Concluding comments
<ul style="list-style-type: none"> • Work was varied and interesting to read. Centres are encouraged to use this report to inform their own delivery and build on the positive work that is clearly already in place.