

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

**Assessment code:** AGCHSC

**Paper number:** P001362

**Assessment date:** 8 April 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 and achievement Information
- Administering the external assessment
- Standard of learner work
- 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 and achievement information

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.

Grade	NYA	Pass	Merit	Distinction
Raw mark grade boundaries	0	5	9	11

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

Grade	NYA	Pass	Merit	Distinction	Learners	22
% of learners	4.55	50.00	40.91	4.55	Pass Rate	95.45

## 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

The work lacked significant variability across candidate performance as a whole and within centres, due to the title offering less challenge in its application to the criteria than other previous titles. In addition, many candidates did not attempt distinction criteria - an issue with timing and the poor allocation of the word count but producing many successful awarding of the submitted P and M criteria.

## Task responses

### P1

Answered appropriately by candidates. A range of life stages utilised

### P2

A range of health and social care practitioners were applied to person-centred practice in terms of monitoring care needs, a midwife was a popular choice

### P3

Candidates found this the most challenging of the P criteria, as the ease of application to safeguarding was often determined by the choice of legislation, which was chosen over policies or procedures. The Equality Act seemed to be a popular choice that was one of the more difficult to apply successfully

### P4

Lot of nicely composed responses about health campaigns that used apps to tailor to the individual needs linked to smoking cessation and health eating. An understanding and appreciation of the value of person-centred practice as evident

### P5

Traceable quotes supported the P grade

### M1

As the principle of advocacy is fundamentally person-centred the candidates had little difficulty in the application to this criterion. Discussion was evident, often with more than one impact being given

## **M2**

As with M1 candidates were able to apply person-centred practice to informed care planning due to the underlying nature of care planning

## **M3**

Candidates who did not meet the criteria here tended to offer answers that limited discussion – poor use of the word count in many cases. There needed to be a chain of thinking to move from an example that offered an opportunity for reflection, which then informed effective practice, which in turn was person-centred. Examples were needed but for some candidates where limited

## **M4**

Traceable quotes supported the M grade

## **D1**

While there was an understanding of health education in promoting lifestyle choices with reference to person-centred practice, the analyse was not developed enough to award. This was also evidenced in the limited background reading that was undertaken to develop depth in the response to the criteria demands

## **D2**

Background reading was not to a level that demonstrated a wide range of reading to inform D1

## **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 maladministration was 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:** Vickie Davis

**Date:** 14 June 2022