



Chief Examiner Report

**NCFE CACHE L3 Extended Diploma in Health
and Social Care
QN: 601 / 6110 / 3**

Assessment code: HSC / EDEA

Paper number: P002764 and P002765

Submission window: 16 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 / EDEA – Theme 1

Grade	NYA	D	C	B	A	A*	Learners	198
% of learners	13.64	25.25	35.35	21.21	3.03	1.52	Pass rate	86.36

HSC / EDEA – Theme 2

Grade	NYA	D	C	B	A	A*	Learners	2096
% of learners	12.36	28.05	40.36	15.46	1.72	0.14	Pass rate	85.73

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

- The standard of learner work varied as did the length of their submissions; some learners attempting only the lower grades, submitting secure C grades.
- Learners are generally more successful when they identify the grade criteria they are attempting.
- Holistic scripts often lose focus, becoming the essay learners want to write, not focussing on meeting the required criteria.

Assessment structure

- This series has seen many holistic scripts submitted from learners. This style of writing can be risky, learners tend to miss specific criteria or fail to engage with the command verb properly ensuring their success.
- Learners sometimes submit one holistic assignment, sometimes the criteria are banded for example all the D grades, all the C grades. The least successful combine C1 with B1, this frequently results in a discussion about a piece of legislation related to the theme, but no analysis related to the contribution (required for B1).
- Some learners combined B1 with A2, learners often fail to then meet B1 (analyse) and frequently fail to evaluate so can't achieve A2 either.
- Learners who attempt each individual criteria separately achieve the best marks because they address the individual command verbs ensuring depth and detail.

Use of word allocation

- This series saw good use of the word count, some learners used a high word count to ensure their success while only attempting the lower grades.
- Theme 2 saw lower word counts with learners just stopping in the middle of a grade boundary.

Criteria requirements and command verbs

- Learners must understand the requirements of each command verb. D1 is 'Describe', not identify as in the first-year assignment.

Referencing of external assessment tasks

- Referencing has been better in this series from some centres, proper quotations with sources.
- Some learners have failed to provide proper quotations with identifiable sources in their work, paraphrasing the work of others, this does not enable learners to achieve the reference criteria.

Assessment criteria (AC)

- Learners are reminded to ensure they fully understand the requirements of the command verbs.

HSC / EDEA – Theme 1 Professional practice in health and social care

D criteria

- This series has seen some themes for professional practice that are not obvious, sometimes the key issues were not clearly identified.

C criteria

- Many students seemed to want to achieve a very secure C grade and did submit work that easily reached this grade.

B criteria

- B1 - When attempting this criteria, it is better if students focus on one act or theory to demonstrate depth in their analysis.
- B1 - Some submissions went off focus as learners seemed to generically discuss the benefits and disadvantages of legislation rather than discussing a specific piece of legislation so really didn't meet the criteria.
- B3 - Sometimes learners failed to discuss their own learning.
- B3 - Sometimes learners discussed their own learning but failed to discuss the impact on their future practice.

A criteria

- A1 - Learners must return to the key issues they identified in D1
- A2 - In saving word allocation to enable completion of the A's sometimes learners save words in combining C1 and B1, if B1 is brief and descriptive it can't be awarded. Learners must first achieve B1 before the award of A2

A* criteria

- Sometimes evidence of attempting A* was finished mid-sentence as the word count ran out.
- Learners attempting A* must ensure they have met the command verbs in the lower grades.

HSC / EDEA – Theme 2 Empowerment within health and social care**D criteria**

- Learners need to make their two key issues clear.
- Many learners wrote lengthy submissions which focussed on discrimination and the effects of discrimination, failing to link this back to empowerment.

C criteria

- Frequently answered well.
- Sometimes learners link C1 and B1, frequently this results in not meeting the command verb for B1, or a very brief submission.

B criteria

- B1 - Sometimes this was a description, failing to show any analysis.
- B2 - Sometimes learners provided a description of what equality diversity and inclusion are, failing to analyse their impact on practice.

A criteria

- A1 - Learners must return to the key issues they identified in D1
- Learners must provide an evaluative answer and provide two perspectives.

A* criteria

- Some learners have attempted up to A* but not utilised the entire word count, providing very brief D, C and B grades which do not meet the command verbs to reserve many words to attempt A*, they would be better by ensuring the lower grades are met to ensure they achieve a grade.

Regulations for the conduct of external assessment

Malpractice

There were 26 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.

This series has seen an increase in the use of Artificial intelligence (AI) to enhance content and sometimes replacing original learner work. Some learner scripts have had feedback panes open with comments.

Maladministration

There were 2 instances 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: 28 March 2025