**NCFE CACHE Technical Level 3 Certificate in Health and Social Care 601/8435/8**

**Assessment: HSED2**

**Submission date: 10/05/2023 - 26/05/2023**

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 information
* 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
* 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 information**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grade**  | **NYA**  | **D**  | **C**  | **B**  | **A**  | **A\***  | **Learners**  | 918 |
| % of learners  | 17.21  | 34.75 | 30.07 | 16.78 | 0.76 |  0.44 | **Pass rate**  | 82.79  |

**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 for Delivery](https://www.qualhub.co.uk/media/1104/qsid.pdf) document (QSID).

**Standard of learner work for HSED2**

**Assessment structure**

The majority of learners used the available word count to attempt up to c grade.

The main reason for lack of achievement was due to the over use of quoted/copied material which did allow for learners own knowledge to be assessed. The assessment must show learners own knowledge and understanding supported by carefully selected quotes, not the work of others/sources being put together to produce an assessment.

**Use of word allocation**

Where D grade was not achieved, this was due to the limited number of words used to respond to criteria, therefore lacking content linked to title.

**Criteria requirements and command verbs**

Command verbs for the higher grades, which required discussion or analysis were not always considered by learners.

**Referencing of external assessment tasks**

Two quotes are required for each grade, The actual words in the quotes must be clearly identified – not just clear identification of the source.

**D grade criteria**

Where D grade was not met by learners this was mostly due to the **ways** not being clearly described. Some learners identified ‘why’ or ‘what’ rather than ways.

**C grade criteria**

The main reason for lack of achievement in C grade was responses were generic and not in context of the title. The criteria requires both the command verb and the title to be responded to and some learners merely identified potentially relevant content within the response – without the relevance being explained/discussed.

**B grade criteria**

Where B grade criteria was not achieved there was a lack of the required depth within responses. The use of bullet points of lists /descriptive content does not support achievement. The response must be in context of the title and not just implied or briefly added into the content.

**A grade Criteria**

Within the few A grade submissions, non-achievement was due to lack of depth and focus on the title within responses.

**Regulations for the conduct of external assessment**

**Malpractice**

There were 2 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**

0 instances of maladministration were 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: Corinne Barker**

**Date: 27/07/2023**