NCFE CACHE L3 Certificate in Health and Social Care Extended Assessment

Submission date: 10th May 2017

Chief Examiner's Report

Theme 1 Communication in Health and Social Care

May 2017	A*	A	B	C	D	R	Pass Rate	81.5
%	2.74	13.01	29.45	24.66	11.64	18.49	**Learners**	146

Theme 2 Safeguarding in Health and Social Care

May 2017	A*	A	B	C	D	R	Pass Rate	91.5
%	0.65	16.34	28.76	35.95	9.80	8.50	**Learners**	153

Issues for centres to consider in relation to the Certificate in Health and Social Care Extended Assessment and each theme:

Extended Assessment structure
- Only a minority of candidates identified responses to criteria D-A*. There has been a correlation between clear identification of discussion for specific criteria and higher achievement.   - Where candidates presented holistic discussion, focus was lost on specific criteria requirements, particularly for the higher grades.
Use of word allocation
- Correlation was found between low word counts and lower grade achievement.   - Some candidates used excessive words to respond to lower grade criteria, limiting attempts for the higher grades.
Criteria requirements and command verbs
The requirements of criteria must be read carefully to recognise the various components to which candidates must respond. The 'Information and Requirements for Tutors and Learners' addresses the requirements and full components of each criterion.

- Candidates that clearly identified the key issues in the lower grades, were more likely to remain focused throughout the discussion.
- Where candidates are required to 'evaluate' they must discuss the subject from more than one perspective and provide reasoned judgements to support the evaluation.
- There were some instances of candidates losing focus on the chosen theme; responses to all criteria must directly relate to the theme.
- Centres could guide candidates to the verb explanations for this assessment to ensure understanding of the expectations of each command verb.
- For command verbs such as 'analyse' or 'evaluate' candidates must avoid description, unrelated comments or bullet points.

Referencing

- The majority of referred scripts were as a result of poor referencing techniques; some candidates had not included **identifiable** and **traceable** quotations to support their work.
- Centres should guide candidates to ensure two quotations are included to support responses for each grade, made identifiable by the use of quotation marks, bold or italic text and referenced at the point at which they are used.
- The use of citation seen in scripts made assessment of candidates' own knowledge and understanding difficult; this impacted on higher grade achievement.
- Candidates should proof read work before submission to ensure all source material has been properly referenced and citation has been avoided.