

NCFE CACHE Level 3 Certificate in Health and Social Care (601/6109/7)

Extended Assessment

Submission date: 4 January 2018

Chief Examiner's Report

Theme 1 Communication in Health and Social Care

January 2018	A*	A	B	C	D	R	Pass Rate	75.38
%	0.00	6.53	19.85	31.91	17.09	24.62	Learners	395

Theme 2 Safeguarding in Health and Social Care

January 2018	A*	A	B	C	D	R	Pass Rate	91.47
%	9.95	26.07	18.48	26.54	10.43	8.53	Learners	174

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

Extended Assessment structure
<ul style="list-style-type: none"> • Where learners clearly identified responses to criteria D-A*, focus remained on the individual criteria requirements. • Where learners presented holistic discussion or combined criteria, focus was lost on specific criteria requirements, particularly for the higher grades.
Use of word allocation and practice examples
<ul style="list-style-type: none"> • Centres could encourage learners to utilise the full word allocation in order to attempt higher grade criteria and develop the discussion in line with escalating criteria requirements. • Some learners used excessive words to respond to lower-grade criteria, limiting attempts for the higher grades. • Inclusion of relevant examples from practice has supported responses, specifically reflection on own practice required for B3.

Criteria requirements and command verbs

- Learners that clearly identified the key issues in the lower grades were more likely to remain focused throughout the discussion.
- There were some instances of learners losing focus on the chosen theme; **responses to all criteria must directly relate to the theme.**
- Centres could guide learners to the verb explanations for this assessment to ensure understanding of the expectations of the escalating command verbs.
- For command verbs such as 'analyse', learners must avoid description and present an examination of the relevant aspects of a subject.
- Where learners are required to 'evaluate' they must discuss the subject from more than one perspective, to demonstrate the strengths and limitations of a subject, providing conclusive comments to support the evaluation.

Referencing and use of source material

- The majority of referred scripts were as a result of poor referencing techniques: some learners had not included **identifiable** and **traceable** quotations to support their work.
- Centres should guide learners 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.
- Learners should avoid over-reliance on source material, particularly when presenting theoretical discussion (C1/B1), as this has impacted on own knowledge and understanding of theoretical influences on practice.
- The use of citation seen in scripts made assessment of learners' own knowledge and understanding difficult – this impacted on higher grade achievement.
- Learners should proofread work before submission to ensure all quotations have been properly referenced and citation has been avoided.