

NCFE CACHE Level 3 Technical Extended Diploma in Health and Social Care (601/8435/8)

Assessment: HSED2

Submission date: 25 February 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 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

Assessment theme (if more than one theme, duplicate)

Grade	NYA	D	C	B	A	A*	Learners	2272
% of learners	15.05	20.77	32.22	30.37	1.58	0.00	Pass rate	84.95

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](#) document (QSID).

Standard of learner work for HSED2

The standard of this, level 3 second year learner assessment varied across centres.

Markers identified a considerable amount of copied text within assessments, which was not credited to the author. This copied text commonly consisted of text taken directly from the internet or the most widely used L3 health and social care textbook, with a small number of words changed by learners. Examiners were advised, in line with marking guidelines, to mark around this copied text and award for learners' own knowledge and understanding. The lack of 'own response' significantly impacted on achievement for some learners.

Some learners limited achievement was due to responding in part to the criteria, not considering the command verb and/or title of the assessment.

Overuse of paraphrasing as a response to criteria within some submissions, resulted in limited evidence of learners' own understanding. Centres should be advised to ensure paraphrased content is limited to supporting and not in place of, learners' own discussion. Paraphrasing does not meet the referencing requirement to include 2 identifiable quotes, followed by the source.

Assessment structure

The assessment was approached accurately by learners; each criterion being clearly identified.

Where the referencing requirement for each grade was met, the quotes were clearly identifiable within the work, by use of quotation marks, followed by the source.

Use of word allocation

Some learners did not use the full word count or used a limited number of words to attempt all criteria, which did not allow for depth of discussion required to achieve criteria.

Criteria requirements and command verbs

The command verb requirements were responded to accurately within most C and B grade criteria. D grade responses were responded to as 'identify' rather than 'describe or discuss' which limited some learners' achievement. Most 'A' grade responses lacked evaluation and analysis.

Learners should avoid the use of case studies or scenarios from textbooks as this approach does not show evidence of own understanding.

Referencing of external assessment tasks

The requirement to include a minimum of 2 identifiable and traceable quotes within each grade was not evident within some scripts. This was particularly evident when learners relied heavily on paraphrased content. Some learners clearly mistook the use of paraphrasing as being an appropriate response to referencing requirements.

The report to centres must clearly explain the requirement for referencing, with advice to ensure learners should not use a paraphrased approach in place of own knowledge and understanding as this does not support achievement.

D criteria

Within some submissions the response to the D grade criteria was too limited in terms of word count. The requirement to 'describe' was misinterpreted as 'identify' by some learners, who included a short statement, bullet points, list or single sentence in response to criteria, without necessary description or explanation in context of the title. This approach does not support achievement.

Two clearly identified quotations were missing from learners who did not achieve D4. Paraphrasing does not meet the referencing requirements and should be avoided if using limited number of words in response to D grade criteria, as learners' own knowledge and understanding must be evident to support achievement.

C criteria

C grade criteria was mostly responded to accurately by learners. Where C grade criteria was attempted but not achieved, this was often due to limited achievement of C3. This criterion requires discussion of ONE standard in context of the title, however some learners simply identified or described a number of standards. In some scripts the referencing requirement for 2 clearly identifiable quotes was not evident.

B criteria

B1 There were many examples of learners responding to B1 merely by way of a description of a piece of legislation. This approach does not support achievement, as the requirement is to discuss the impact in relation to the title – which in this assessment was the role/responsibility of the practitioner. Many learners merely stated that the practitioner 'had a responsibility to follow the legislation,' but failed to support this statement with discussion around the impact of this responsibility.

B2 Where responded to by learners but not met, this was due mostly to a generic response describing the ways a provision/setting can promote equality and diversity, rather than an analysis of characteristics within an environment that relate to the title (the responsibility of the practitioner).

A1 Although a limited number of learners attempted 'A' grade, non-achievement was due to the lack of evaluative discussion. The responses mostly included descriptions of strategies, with an approach discussed from one perspective, or a generic 'converse statement' included as evaluation, which does not meet the requirement of the criterion.

A2 The requirement for learners to analyse their 'own values and opinions' was incorrectly understood by some learners, presenting a generic discussion around how values and opinions of 'the practitioner' may impact on service users and their families. To achieve this criterion 'learner self-reflection' in relation to the title is required.

A* The criterion was attempted by very few learners, but where attempted there was a lack of critical analysis relating to a piece of research in context of the title – the role/responsibility of the practitioner.



Regulations for the conduct of external assessment

Malpractice

There was one instance 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

There were no 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: CJ Barker

Date: 11.04.2022