

CACHE Level 2 Technical Award in Health and Social Care - 603/3294/3

Assessment Code: TAHSC/SAE

Paper number: P001683

Assessment date: 3rd February 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
- Evidence creation
- Standard of learner work
- Responses of the tasks
- 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 and achievement information

Each learner's external assessment paper is marked by an Examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

Grade	NYA	Pass	Merit	Distinction
Raw mark grade boundaries	0	32	43	54

Below you will find the percentage of learners that achieved each grade.

Grade	NYA	Pass	Merit	Distinction	Learners	1559
% of learners	25.59	28.03	26.94	19.44	Pass Rate	74.41

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 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 Document \(QSID\)](#).

Evidence creation

Learners should use the space provided to answer questions. Where answers are typed or additional pages included, the learners name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

Standard of learner work

Quality and standard of work varied in terms of potential pass grade or merit grade scripts. Very few candidates consistently answering well throughout the paper, indicative of a high grade. There were several questions that consistently highlighted gaps in knowledge across centres. Suggesting some aspects of the specification are not being adequately covered.

Most candidates attempted all the questions. Where questions were omitted, the candidates had generally failed to answer many other questions on the paper, suggesting these candidates were not prepared to take the exam. There were very few scripts that had questions omitted at the end of the paper, supporting the view that candidate's time management was effective, and the paper could be answered in the time permitted.

Performance impacted by gaps in knowledge in questions were evident (13b, 11b, 9b, 8c, 8b, 5a, 2b) and misinterpretation in one extended response question impacted on performance across the paper. Together with quite a long scenario to read, which may have impacted on some candidates finding it more demanding to find key information to apply to some questions.

Candidates often presented with exam practice, showing poor engagement with the command verbs, particularly in the one- and two-mark questions, where candidates regularly failing to extend on the points made.

Responses of the tasks within the sections of the external assessment paper

Question 1a – most candidates gained full marks for this question.

Question 1b – most responses gained the full three AO2 marks, but few gained the AO3 marks. It was rare to see an award of 5 and 6 marks, as discussion tended to be poorly addressed. Many responses presented an understanding of the life events that would impact on Li, but failed to make specific links to emotional development e.g., anxiety, worry, etc.

Question 2a – consistently answered correctly.

Question 2b – most learners gained one mark for the counsellor's job role 'supporting an individual to deal with their problems'. The second mark was rarely awarded, candidates had a lack of knowledge that a counsellor makes referrals and does not give advice or assessing mental and physical health.

Question 2c – most candidates picked up some marks for referencing communication or listening skills, being patient and being trustworthy were other popular responses. Confusion with sympathy and empathy was occasionally seen, and the belief that counsellors provide advice. Some responses referred to the knowledge a counsellor should have, rather than a skill or attribute. Candidates should be clear on the difference between skills and attributes, and knowledge.

Question 3a – most responses were correct.

Question 3b – generally answered well.

Question 4 – a few incorrect responses, but generally candidates answered correctly.

Question 5a – consistently incorrectly answered. Candidates often stated that the outreach worker work be involved in the care of Li's father. Gap in knowledge evident in this question.

Question 5b – candidates often answered this question in terms of partnership work with the family, rather than other practitioners, subsequently this was often not answered well, with only one or two marks awarded.

Question 6a – the full two marks consistently awarded.

Question 6b - candidates generally picked up one of the two marks. There was an overarching understanding of how keeping personal data confidential demonstrates respect and develops trust.

Question 7a and 7b – most learners were able to identify experiences from the case study, and gains at least two marks for both questions. The influence on Li's development was often limited, which restricted

the award of full marks, with many learners just referring to the effect on an area of development e.g., social development but failing to offer an explanation or further detail.

Question 8a – correctly answered by most candidates.

Question 8b – often only a basic understanding of social development in the adolescent life stage was shown, most learners picking up only one mark for referring to friendships. Some responses showed a lack of understanding of either the adolescent life stage or social development. Together with many responses to 8c that also showed a lack of knowledge of physical and emotional development, would suggest that the understanding of areas of development is poorly understood.

Question 8c – candidates found it difficult to make the link between physical and emotional development. When marks were awarded, they tended to be for referring to puberty affecting mood swings.

Question 9a – correctly answered by most candidates. When incorrectly answered this was due to stating a task that was not personal care, such as making food.

Question 9b – poorly answered, with most candidates failing to pick up a mark. When a mark was awarded, it was for the feature of informal care being given by family (Li and her mother). This question identified a gap in candidates' knowledge.

Question 10a – a range of responses, some that were vague one-word answers, that needed to address the requirement to describe, in order to gain a mark. Researching the role was a popular response. Some unrealistic responses, such as Li at 14 shadowing a nurse.

Question 10b – candidates understood what CPD was and the benefits of it to a practitioner. Candidates consistently gained full marks for this question.

Question 11a – an extended response question regarding the benefits of rehabilitation. Generally answered did not gain more than three marks. Some confusion with 'drug' rehab and the rehabilitation for a stroke. Often simplistic benefits stated that lacked detail. Many candidates assuming rehabilitation will result in Li's father going straight back to work. Many candidates appreciated regaining independence through regaining skills lost. Candidates should be aware of the question focus, as this concerned the father not Li or her mother.

Question 11b – very few responses understood the meaning of respite care.

Question 12 – candidates generally understood the meaning of person-centred practice. The way person-centred practice supports Li's father's rights was not consistently answered correctly. Candidates either correctly knew it related to choices and decisions or simply referred to the father access the right

care.

Question 13a – most candidates understood the meaning of a reflective practitioner. The reasons why practitioners should use reflective practice was also understood, although a lot of repeated or reworded reasons. Understanding a range of reasons was not always evident.

Question 13b – candidates rarely understood the term ‘duty of care’, responses referred to providing the best care or care required by the practitioner's role. The second part of this question, requiring the application of duty of care during mealtimes, subsequently was not answered well, with responses often centred on providing food preferences and choices.

Question 13c – responses tended to be borderline, as they lacked detail, or made limited links to ‘routine care’. In working for the candidates, many pick up the mark, but this was a question that showed poor exam technique.

Question 14a – generally candidates knew which organisation inspects a nursing home.

Question 14b – responses often referred to asking services users. The second mark was not often awarded, with a lack of understanding of a range of ways inspection can gain information.

Regulations for the conduct of external assessment

Malpractice

There were no 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

There were no instances of maladministration was 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: Vickie Davis

Date: 28.03.2023