

NCFE CACHE Level 2 Technical Award in Health and Social Care (603/3294/3)
TAHSC/SAE
Assessment date: 05/02/2020

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 external assessment.

The aim is to provide a holistic overview as to where learners generally performed well, as well as any areas where further development may be required.

Key points:

- grade boundary information
- raw mark grade boundaries
- administering the external assessment
- required knowledge and understanding
- accurate question answering
- consistency of responses across questions
- 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 required for the external assessment.

Grade boundary information

Each learner's external assessment paper is marked by an Examiner and awarded a raw mark. During the awarding process, statistical analysis 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.

Number of learners	515
Pass rate %	61.55

	NYA	Pass	Merit	Distinction
Raw mark grade boundaries		32	43	54
% of learners by grade	38.45	39.61	19.42	2.52

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

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 Document ([QSID](#)).

Issues for centres to consider in relation to TAHSC/SAE:

Required knowledge and understanding

- Learners are required to have a sound knowledge of all learning outcomes across TASHC 1,2 and 3 prior to commencing the examination.
- TASHC 1,2 and 3 have mandatory teaching content. This governs what should be taught by centres and guides centres with regard to the correct terminology required in the assessment. Centres are reminded to utilise the mandatory teaching content in their teaching and in preparing learners for the assessment.
- Consequences of a lack of adequate preparation may be that learners do not have the required knowledge, understanding or skills to respond to the range of questions presented on a test paper (see percentage of referrals above).
- Consequences of not using the correct terminology may be that learners may describe the correct elements of a required response, but are unable to gain maximum marks due to incorrect terminology.

Accurate question answering

- Questions must be read carefully to ensure all components can be responded to accurately. Learners have not achieved available marks because they have inappropriately interpreted the question.
- A number of learners answering questions have not fully utilised the marks available within the questions.
- Those learners that utilised a full range of marks tended to be those learners that achieved the higher grades.
- Preparing learners for the rigour of extended response questions would improve the performance of these learners to improve their overall marks within the examination. It was evident that learners were not accessing the higher band of potential grades on the extended response questions.
- Preparing learners to utilise the terminology and content of the mandatory content would assist learners to gain higher marks and therefore improve results. Some learners missed marks due to inaccuracies in their description that appeared to be borne out of a lack of appropriate terminology.

Consistency of responses across questions

- Learners must attempt all questions on the paper to try to ensure success. Those learners with lower grades failed to answer all the questions.
- A number of learners showed inconsistency in answering the questions on the paper, answering some questions more than adequately, whilst not answering other questions at all.
- Those learners that achieved the higher grades in this examination showed a more consistent answering pattern across the paper.
- Learner performance was reduced due to not answering short response questions or extended response questions. Learners are required to be practiced in both short and extended response questions.
- Preparing learners adequately in terms of consistency of attempting questions, time management and breadth of knowledge required would have increased their chances of improved success in this examination.

Regulations for the Conduct of External Assessment

Malpractice

There were no reported instances of malpractice in this assessment window. The Chief Examiner would 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 reported instances of maladministration in this assessment window. The Chief Examiner would highlight the importance of adhering to the Regulations for the Conduct of External Assessment in this respect.

Chief Examiner: Robert Jay

Date: 02/04/2020