

NCFE CACHE Level 2 Technical Award in Health and Social Care (603/3294/3)

Assessment code: P001384

Submission date: 13 May 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
- Evidence creation
- Task responses
- 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

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	Not Yet Achieved	Pass	Merit	Distinction
Raw mark grade boundaries	0	28	39	51

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.

**In order to ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a points score based on a uniform mark*

scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.

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

Grade	NYA	PASS	MERIT	DISTINCTION	Learners	817
% of learners	38.68	33.29	20.69	7.34	Pass Rate	61.32

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).

Standard of learner work

Was the quality and standard of the work varied or consistent?

Variable quality of work, with some very weak centres in comparison to some centres where learners were clearly prepared and attempted most questions to show a range of understanding.

Did learners attempt to answer all questions in the papers?

While some questions were omitted, generally an attempt was made, even if the attempt was incorrect and gained no marks.

If there were excellent responses what did learners demonstrate?

Depth of application of their knowledge in the extended response questions, and wide range of knowledge, and ability to pick up some marks across the more challenging questions that were discriminators.

Evidence creation

Additional paper as not always attached to the printed answers. A fair amount of documentation had stated that the scribe was not used.

Task responses

Question 1 (a)

Consistently answered correctly.

Question 1 (b)

Candidates understood person-centred care, but often did not gain the full to marks, due to only having basic understanding. The benefits of PC care were not effectively or explicitly applied to a dietician. This proved a challenging early question where the benefits often did not gain a mark, and underpinned candidates' basic knowledge of PC care.

Question 2 (a)

Consistently answered correctly.

Question 2 (b)

Candidates were too often not able to name the barrier but did present a way the barrier could be overcome.

Question 3

This was generally answered well with candidates regularly picking up 2 or even 4 marks.

Question 4

An understanding of what constitutes nature and nurture as usually evident, although some candidates muddled the two up. Discussion was not always well developed and evidenced which is needed to move into the top band. Candidates seemed to grasp nurture more than nature.

Question 5 (a)

Candidates were able to identify the lifestyle choices. I suggest that they read and understand the case study in order to pull out this information.

Question 5 (b)

Overall candidates generally gained 3 marks out of the 4 on offer, for this question. Some repetitive examples given. Description was required in question, but identification was allowed e.g., just stating 'liver damage' or 'heart disease' rather than describing these.

Question 6

Candidates struggled to apply employment to this question. When they did the ways were often negative, or emotions were stated but no link to employment.

Question 7 (a)

Muddled answers given. Candidates often did not read the question fully, with respect being on page 7 and trustworthy on page 8. What candidates often did was gave a way for respect and trustworthy on page 7.

Question 7 (b)

See above.

Question 8 (a)

Very few candidates gained full marks. Often muddling when eyes and ears develop with major organ development.

Question 8 (b)

Most candidates did not give the correct answer of an embryo, stating foetus.

Question 9 (a)

Candidates generally picked up 2 marks for this question, many mentioning advice given to Chloe. Several candidates did not know either what antenatal care was or how it affects the development of an unborn baby.

Question 9 (b)

A mixture of answers no strong tendency either way. Candidates who gained marks often mentioned breech birth or umbilical cord around neck. Effects were general but relevant. Confusion of it being during labour, such as what the mother does during pregnancy, or if the birth was premature.

Question 10

Candidates were not able to identify the emotional development in the space where 'change' was stated but did write about it in the 'impact' section. Generally full marks were hard to come by and many candidates only picked up 3 marks.

Question 11

Candidates found this a very challenging question; most did not gain any marks. When a relevant influence of culture was given the effect on development was not always apparent. A lot of reference to discrimination which was not awardable. A small number of candidates clearly thought about this question and understood the scope of culture.

Question 12

Candidates should have found this extended response question easier than it was, but emotional development of the child often seemed thrown in rather than discussed or developed to reach beyond the middle of band 2. A lot of irrelevant content that lacked focus. A disappoint performance overall.

Question 13

Consistently answered correctly.

Question 14

Most learners did not gain marks for this question, they offered generic benefits with no application to older adults.

Question 15

Candidates were often able to show knowledge of an occupational therapist through reference to walking aids – wheelchair, walking stick. Adaptation where not often included as a further benefit, such as handrails, ramps. Many learners confused the OT with a physiotherapist.

Question 16(a)

Consistently gaining a mark, as the MS was extended in the standardisation to allow for more correct answers, as the word 'route' to becoming an occupational therapist was used, therefore any viable route was creditworthy.

Question 16(b)

Generally answered well - 2 marks often gained.

Question 16(c)

A challenging question, the steps as identified in the specification were rarely stated, although some understanding of what the steps would involve were given credit. Generally poor knowledge of a personal development plan.

Question 17

Rarely did this question gain a mark. The meaning of being objective was not understood and was often interpreted as 'having' an objective.

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

No 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: Vickie Davis

Date: 14 June 2022