

NCFE CACHE Level 3 Applied General Certificate in Health and Social Care 603/2914/2

Assessment: AGCHSC

Submission date: 11/01/2024 – 29/01/2024

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 achievements
- 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 (AC)
- 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

Grade	NYA	Pass	Merit	Distinction	Learners	19
% Of learners	73.68	21.05	0.00	5.26	Pass rate	26.31

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

Assessment structure

- External assessment task title 'Meeting the needs of health and social care service users'.
- The candidates followed the required assessment structure, addressing in turn all the pass criteria, followed by the merit and distinction. A cover sheet was completed, and details were correctly recorded.

Use of word allocation

- The allocation of the 1500 words were used effectively for the candidates who achieved some of the merit criteria.
- Many low word counts used for the pass criteria, which resulted in not enough content to show adequate engagement to pass some or all the pass criteria. All pass criteria need to be passed for a pass to be achieved. This contributed to many grades being graded NYA.
- The word count for the distinction criteria generally required more words to engage adequately with analysis. Therefore, more concise responses to the pass criteria were needed for learners who attempted the distinction criteria to make available more words.
- All candidates utilised the full word count, some exceeded this by several hundred words.
- The cover sheet had the incorrect maximum number of words recorded, which many candidates had crossed out and accurately recorded.

Criteria requirements and command verbs

- Despite some assessment criteria (AC) looking as if they would offer more easily application than others in terms of the assessment title, for most candidates this was not the case and they found it difficult to apply the title. There were too many references just to 'needs' with no specific or not enough detail of what these needs are. This non-specific approach resulted in many candidates receiving a NYA grade.
- The command verb 'discuss' in the M3 criteria was not always effectively addressed.
- Some 'explain' command verbs offered a description more than an explanation.
- Analysis in D1 lacked depth and often reflected a limited word allocation, as previously stated.
- Overall candidates need a greater understanding of what command verbs require.

Referencing of external assessment tasks

- Referencing of the traceable quotes were addressed with variable success. Some candidates providing quotes that were clearly identifiable within criteria work and supported by a reference of the book or website source. Some candidates provided quotes but with no reference source.
- Some candidates clearly took care with the accuracy and format in their recording of their quotes.

- While all quotes were appropriately selected a small number were extensive and formed a significant part of the criteria, subsequently not enough of the candidate's knowledge and understanding was presented. The over-reliance on quotes should not replace paraphrasing.

Assessment criteria (AC)

Pass criteria

- All candidates attempted the pass criteria, but a significant number did not pass this, some did not achieve any of the pass criteria.
- P1 – candidates identified a life stage, but a high number of candidates failed to draw from this the needs of individuals in this stage. Some candidates incorrectly focused on development in the life state but not needs.
- P2 – most candidates correctly referred to a specific health and social care practitioner, but many were not specific enough in terms of how the practitioner monitors care needs. Many candidates only focused on what the practitioner can do for an individual rather than how they monitor their care needs. Poor use of specific examples of an individual's care needs seen in many responses.
- P3 – most candidates applied legislation to this criteria but were not clear in their responses as to how fundamentally, legislation can address safeguarding through meeting individual's needs.
- P4 – a lot of vague responses that lacked reference to both specific campaigns – which then went on to explain the needs of individuals/groups that the campaigns target, and how their needs were being met.

Merit criteria

- All candidates attempted the merit criteria.
- M1 – this was not always addressed effectively by candidates, despite it lending itself well to the assessment title. There was an understanding of the role of the advocate and some reference to individual's needs, but this was too often not specific enough. Just mentioning the word 'needs' is not enough application and offers no discussion.
- M2 – although informed care planning provides an obvious route to meeting the needs of service users, many candidates found this application challenging. They did not offer enough specific detail in terms of what an individual's needs could be. Some very generic responses given.
- M3 – this proved demanding, with candidates struggled to discuss how reflection and application supports effective practice to meet an individual's needs.

Distinction criteria

- Over half the candidates did not attempt the distinction criteria.
- In all cases D1 analysis was too underdeveloped to be able to award the criteria.
- D2 did not present wider background reading.
- Candidates attempting the distinction criteria need a greater awareness of the command verb 'analyse' and what would constitute 'wider' reading in terms of difference sources used, rather than just 'lots' of quotes from a limited number of sources, or more sources, but not sources that would be considered different.

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 instance 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: 02/04/2024