

CACHE Level 3 Applied General Award in Health and Social Care- 603/2913/0

Assessment Code: AGAHSC

Assessment date: 06/05/2023

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	33	45	57

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

Grade	NYA	Pass	Merit	Distinction	Learners	21
% of learners	28.57	38.10	33.33	0.00	Pass Rate	71.43%

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 \(QSID\)](#).

Evidence creation

Candidates use the space provided to answer questions, the spaces allocated being sufficient. Where answers were typed the learners name, centre number, centre name and task number were clearly visible.

Standard of learner work

Quality and standard of work varied in terms of potential pass grade or merit grade scripts. No candidates answering consistently enough throughout the paper to gain a distinction. Several questions were consistently answered with limited detail or answered incorrectly. This suggested gaps in knowledge and/or challenges for candidates in understand the requirements of these questions.

A significant number of candidates attempted all the questions. Where questions were omitted, these were a small number only across the paper. No questions were omitted at the end of the paper, supporting candidate's appropriate time management, of the paper, that could be answered in the time permitted.

There was evidence that suggested that performance was impacted by gaps in candidate knowledge and/or depth of knowledge in a number of questions, together with some misinterpretations of a small number of questions.

The scenario was considered was quite short, although further content appeared throughout the paper which provided further detail. The limited scenario at the beginning of the paper may have made the application more demanding in some questions, if candidates did not engage fully with the other scenario content.

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

Question 1a

State two (2) life stages Harry has already progressed through.

All candidates gained the two marks available.

Question 1b

Identify two (2) pieces of legislation that protect individuals such as Harry.

Candidates were able to identify legislation.

Question 1c

State two (2) drivers that impact on health and social care provision.

A range of responses given.

Question 2a

State two (2) functions of health and social care provision.

Candidates generally were able to state functions of health and social care provision, although some repeated functions reworded.

Question 2b

The private care agency that Isaac works for has devised a range of policies and procedures to help employees like Isaac find out about their roles.

Identify two (2) other ways Isaac can ensure he understands his role.

Answered well. Job description and asking the manager were popular responses.

Question 3a

Identify and describe one (1) care value that Isaac would promote when providing care to his clients.

Some confusion as to what a care value is. Communication was often identified, suggestion confusion with the 6Cs.

Question 3b

Analyse how a practitioner's own values, beliefs and experiences can influence the delivery of care.

An extended response question where candidates struggled to provide specific examples; responses tended to be generic. The delivery of care did not always pull through.

Question 4a

Identify and describe the role of one (1) regulatory body responsible for overseeing the quality of care for people in the early stages of dementia.

A small number of candidates did not identify the CQC.

Question 4b

Harry lives in a rural area where services are difficult to access.

State two (2) other factors that may influence service delivery and explain one (1) of these factors.

Some candidates focused on access rather than delivery, drawing on factors linked to living in a rural area in the stem – distance, transport, etc.

Question 4c

Isaac works with other care practitioners and sometimes they do not agree on the best care approach for a client. Practitioners need to overcome barriers to partnership working.

Identify two (2) strategies to overcome barriers to partnership working practitioners could use and briefly explain one (1) of these strategies.

Candidates tended to identify strategies to overcome disagreements between practitioners, rather than strategies to overcome barriers in general. This approach often meant that the two strategies were difficult to identify, as candidates did not have the range of knowledge needed.

Question 5

Isaac must follow strict guidelines when he is providing support to Harry in his home. Evaluate how legislation informs health and social care practice.

An extended response question, where a number of candidates were able to offer some specific examples in terms of specific legislation and practice, but depth and range was not apparent. All responses gave a lot of repetitive points and basic understanding.

Question 6a

Describe the purpose of individualised care planning.

Generally answered well.

Question 6b

Describe the importance of monitoring and reviewing care plans when providing care.

Most candidates gained a mark but were not always able to offer further detail to gain the second mark.

Question 6c

Harry trusts Isaac and has started to rely on him more.

Identify and describe one (1) factor that contributes to positive transitions.

A number of candidates did not read the question carefully, and incorrectly referred to 'trust' from the stem. Most candidates did not identify extrinsic and intrinsic factors.

Question 7a

Some individuals argue that genetic factors or inherited traits have the most significant influence on behaviour.

Identify and describe the other perspective in this debate.

Candidates were able to identify 'nurture', although some described nurture in terms of the environment but did not identify it, so not picking up the identify mark.

Question 7b

The brain's cognitive functions are designed to help us to make sense of the world.

Name two (2) other cognitive functions.

Some incorrect responses, suggesting some candidates did not know what 'cognitive functions' were. Memory was a popular response. Candidates did not always gain the second mark.

Question 8a

Identify and describe how having a high income may have positively affected Harry's lifestyle.

This was often muddled, with the identification being unclear, and sometimes omitted, but description provided some creditworthy points. Healthy diet and nutrition and the positive impact on health were often seen.

Question 8b

Explain why the social model of health and well-being is a more relevant model than the medical model when planning care for Harry.

Understanding of the social model was variable, with candidates rarely picked up the full 2 marks. Many inaccurate responses suggesting gaps in knowledge.

Question 9ai

Name two (2) components of self-esteem.

This question was answer well.

Question 9aii

Explain the possible impacts of low self-esteem.

Generally answered well with a range of possible answers available. Candidates were able to provide specific examples with some development.

Question 9b

Explain the impact of losing a life partner on an individual's emotional development.

Candidates found it difficult to think outside of the obvious effects on emotional development of loss, such as sadness, depression, loneliness.

Question 10a

Name two (2) significant life events that Harry may have experienced during childhood.

Generally answered well. A small number of candidates gave life events that were not typical of childhood.

Question 10b

Identify one (1) feature of 'self-actualisation' and apply how this feature explains Harry's approach to life.

Candidates often referred to features of other aspects of Maslow's Hierarchy of needs, such as love and self-esteem, rather than self-actualisation. Understanding of self-actualisation was evident across several candidates, but it proved challenging to apply to the scenario.

Question 10c

Explain how an individual's emotional security may be affected by a medical condition such as dementia.

Some insightful responses which presented an understanding of the impact of dementia on an individual, and how memory impairment can make an individual feel. All candidates applied the question to dementia.

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 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: 02/08/2023