



# **3625-20 – Level 2 Technical Certificate in Healthcare, Care and Childcare**

**2022**

**Qualification Report**

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# Foreword

## Results August 2022

As you will likely be aware, Ofqual has announced that grading for General Qualifications this summer will be more generous than prior to the pandemic. This is partly due to managing the impact of disruption and learning loss on learner performance and also managing fairness between learners in different years who had different methods of determining their grades. Therefore, for A levels and GCSEs, grading will seek a midway position between 2019 and 2021, meaning, in general, results will be somewhat higher than prior to the pandemic. This year, 2022, is a transitional year and outcomes and standards will likely return to pre-pandemic levels in 2023.

Similarly, for Vocational and Technical Qualifications (VTQs), this summer will be a transitional year and Ofqual has now been clear that for VTQs “we should expect that this summer’s results will look different, despite exams and assessments taking a big step towards normality.” Ofqual has published a blog [What’s behind this summer’s VTQ results](#)

In acknowledgement of the disruption to learning and to support fairness for all learners certificating this summer (some of whom will be competing against learners taking General Qualifications for the same progression and higher education opportunities), we will be taking loss of learning into consideration, whilst still acknowledging the need to uphold the validity of the qualifications. On this basis, we have made the decision to apply a form of ‘safety net’ through some additional ‘generosity’ to both the theory examinations and synoptic assignments within our Technical Qualifications wherever appropriate, (noting that it may not be appropriate to apply where there is a clear impact on knowledge and skills to practice, particularly health and safety requirements or other relevant legislation). We are therefore also reviewing candidate work a few marks below (equivalent to 5% of maximum marks) the Pass and Distinction notional boundaries – the boundaries used during the awarding process as the best representation of maintaining the performance standard from 2019.

The reason for lowering boundaries, where appropriate, by 5% of the maximum marks available, is that it is broadly commensurate with the level of generosity learners are likely to see in General Qualifications at level 2 and level 3. Providing that senior examiners can support the quality of learners’ work seen below the notional boundaries and agree it is sufficient to maintain the integrity, meaning and credibility of the qualifications, the grade boundaries will be lowered across the full set of grades – e.g Pass, Merit, Distinction and Distinction Star.

Given the circumstances, this is the best approach to take into account the disruption to teaching and learning across every learner in a fair and transparent way, and at the same time maintain the integrity and meaning of qualifications. This approach helps to level our Technical Qualifications awarding approach with that adopted for General Qualifications and other qualifications awarded in England and in the wider UK.

## Spring examination series 2022

Having taken this decision, we are also mindful of learners who have taken components in **Spring 2022** and believe they should also have access to the same level of generosity. For these learners, we wish to adopt a similar approach. Therefore, for learners taking Technical Qualification assessments in spring there will be similar generosity, through the addition of 5% of the maximum mark available for the assessment. It is a different mechanism to that we are using for the summer assessments but provides the same level of generosity to those learners taking assessments in the summer.

# Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

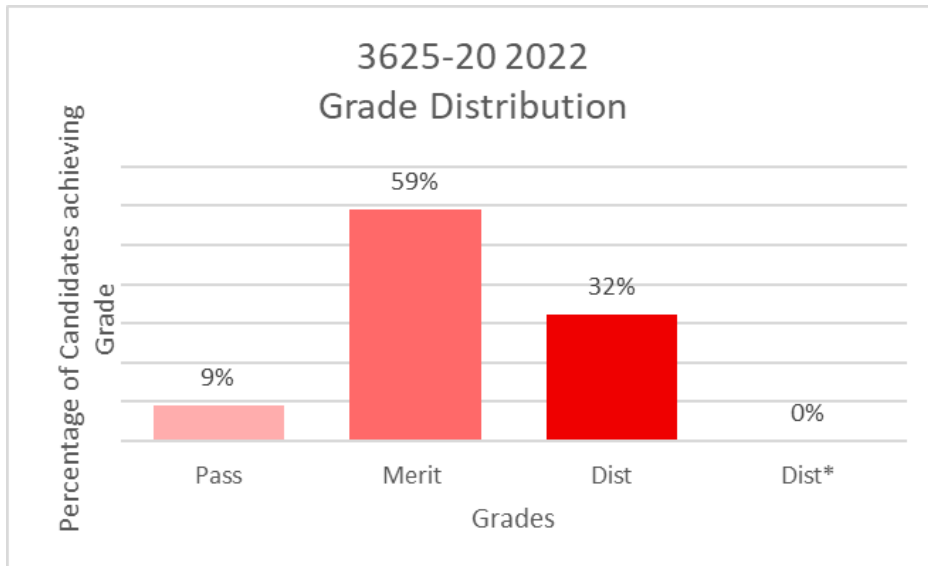
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2022 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 3625-520/030 Level 2 Healthcare, Care and Childcare – Theory Exam
  - March 2022 (Spring)
  - June 2022 (Summer)
- 3625-021 Level 2 Healthcare, Care and Childcare – Synoptic Assignment

# Qualification Grade Distribution

The grade distribution for this qualification is shown below;



This data is based on the distribution as of 22 August 2022.

Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

# Theory Exam

## Grade Boundaries

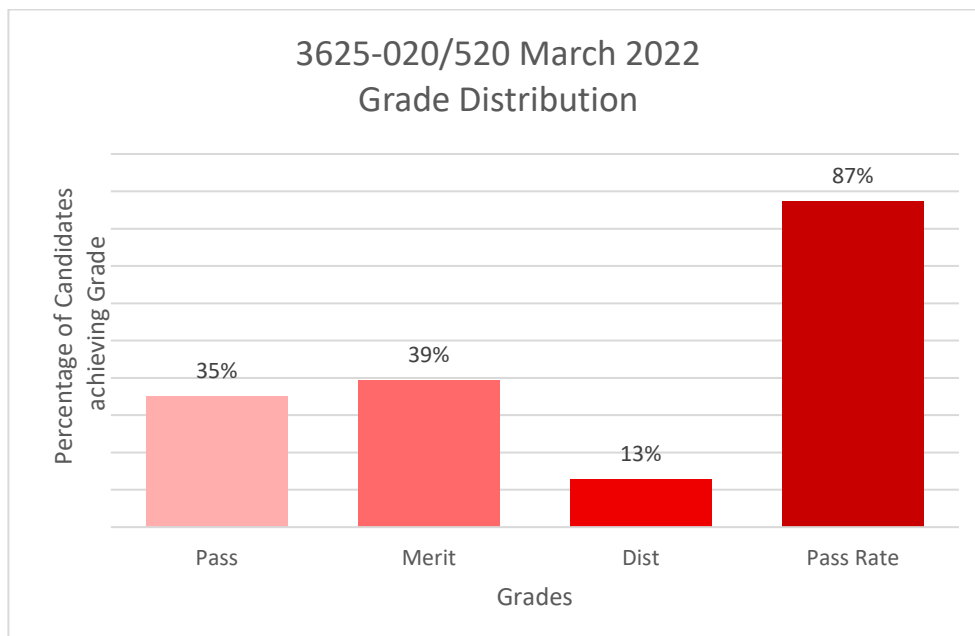
Assessment: 3625-520/020  
Series: March 2022 (Spring)

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

<b>Total marks available</b>	<b>60</b>
Pass mark	24
Merit mark	33
Distinction mark	42

The generosity applied to the summer assessments will also retrospectively be applied to candidates who achieved their best result in spring. 5% of the base mark of the assessment will be added to their score rather than applied to boundaries.

The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:

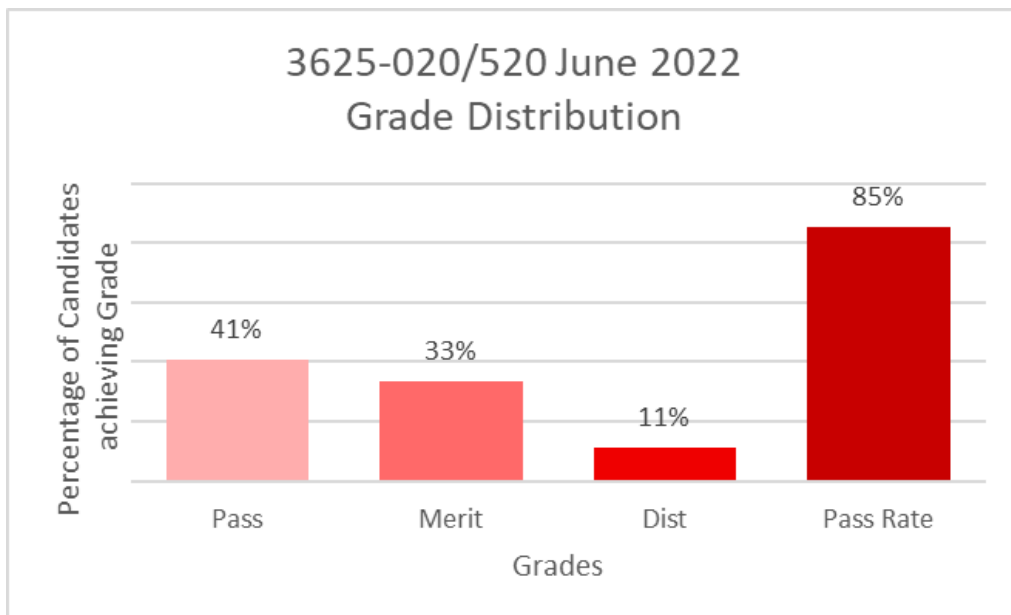


Assessment: 3625-520/020  
Series: June 2022 (Summer)

Below identifies the final grade boundaries for this assessment.

<b>Total marks available</b>	<b>60</b>
Pass mark	21
Merit mark	30
Distinction mark	39

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks:



# Chief Examiner Commentary

## 3625-520 Level 2 Health, Care and Childcare - Theory exam

### Series 1 – March 2022

The question paper was well-structured in its content and level of difficulty and comparable to previous series. There was a marked improvement in most candidates' exam technique which resulted in higher marks being achieved. Candidates showed good recall (AO1) and were able to apply their knowledge to the scenarios given. In some instances scenario based questions were answered better than basic re-call questions because candidates were able to apply the additional context.

Low scoring candidates could not identify basic definitions, legislation and theories relevant to the sector and often did not attempt to answer all questions.

Candidates showed familiarity with different job roles across the sector, what their duties may involve and how to carry out tasks safely in line with infection control protocols. They had an awareness of the impact of technology on the care sector and were able to reason their answers well. Candidates struggled to recall responsibilities under the Health and Safety at Work Act but could apply their knowledge on risk assessment to the scenario correctly.

Answers showed a good understanding of transitions, the influences on transitions and child development. Candidates did well in applying their knowledge on life stages and milestones.

Candidates showed good recall of knowledge on the types of abuse, harm and neglect and were able to apply their knowledge of this topic area well. However, some candidates misinterpreted a question in relation to neglect and outlined 'types of neglect' which was not what the question was asking and therefore marks were missed because of this.

Many candidates lacked an understanding of the organisations influencing standards across the sector but still attempted to answer the question. Many candidates were also unfamiliar with the meaning of 'confidentiality' and how this is implemented in practice.

### Extended response question

Candidates answers to the Extended Response Question often showed consideration of multiple factors and they were able to link those correctly to values and principles of the sector. Compared to previous papers and years, overall, candidates' answers were much improved and showed a wider breadth of considerations. Answers were planned and more structured for the majority of candidates. Any proposed measures given were relevant and well-reasoned and this area showed the greatest improvement in this series. However, some candidates' answers to the Extended Response Question could have considered further potential causes of the fall in the scenario given and its overall impact. Some answers showed a lack of consideration made to other available services and job roles and the contribution they could make to supporting the individual in the scenario.

Centres should be reminded that for all candidates, reading exam questions carefully to be able to construct answers accordingly, is strongly advised. It is especially important to provide exam practice in responding to the Extended Response Question. Candidates should continue to develop skills in drawing on and applying information from all the units being examined.

**Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here**

[https://www.cityandguilds.com/-/media/productdocuments/health\\_and\\_social\\_care/care/3625/3625\\_level\\_2/assessment\\_materials/3625-20\\_technicals\\_exam\\_guide\\_2018\\_v1-1-pdf.ashx](https://www.cityandguilds.com/-/media/productdocuments/health_and_social_care/care/3625/3625_level_2/assessment_materials/3625-20_technicals_exam_guide_2018_v1-1-pdf.ashx)



## **Series 2 – June 2022**

Overall, candidates showed the ability to re-call basic knowledge (AO1). Most candidates benefitted from additional context being provided in some of the AO2 questions to enable them to apply their knowledge. However, compared with the previous March 2022 series, candidates' exam techniques was not as strong, with command verbs occasionally not being followed and the scope of some of the questions being missed.

Knowledge of legislation relevant to the sector was poor with many candidates failing to attempt to answer the question.

Most candidates showed knowledge of different roles and services across the sector but were unable to provide detail and comparison of the features of services. This was evident across the paper and impacted on different key areas being tested.

Most candidates showed a lack of awareness of why a particular group of children may be more vulnerable to abuse and were unable to relate their answers to the features of the service posed in the question.

Good answers were provided on the signs associated with a particular category of abuse. However, a question in relation to recording potential abuse was misinterpreted by a significant number of candidates. Answers tended to outline how potential abuse should be reported or how it should be responded to, and often failed to provide sufficient detail on recording protocols.

Most candidates showed a good level of knowledge of infection control measures and health and safety, and understand how to keep themselves and others safe. Answers showed a good insight into how children develop and the factors influencing development. Although most candidates were able to list some transitions children may experience, this was often limited to puberty. Candidates also often struggled to define the term 'transitions'.

### **Extended response question**

Candidates did not perform as well in the Extended Response Question as in the March 2022 series. Considerations were quite narrow and often limited to the role of the group specified in the scenario. In places the benefits of attending the group were explained well. However, few candidates considered the additional needs of the individual in the scenario and potential future needs of her baby. Candidates who gained higher marks were able to draw on other services that may be relevant to the scenario but few links were shown between services or to the principles and values of the sector. Other key issues that were covered across the paper, such as child development and safeguarding were also not considered by most candidates in their ERQ response.

Candidates would benefit from a better understanding of key legislation relevant to the sector and how this applies to working in the sector. Exam questions should be read carefully and candidates should ensure that they follow command verbs correctly and answer within the scope of the question. In the Extended Response Question, candidates should consider the scenario holistically and demonstrate relevant knowledge of the sector, its function and impact on individuals.

**Centres are reminded of the City & Guilds Technicals 'Exam Guides' available here**

[https://www.cityandguilds.com/-/media/productdocuments/health\\_and\\_social\\_care/care/3625/3625\\_level\\_2/assessment\\_materials/3625-20\\_technicals\\_exam\\_guide\\_2018\\_v1-1-pdf.ashx](https://www.cityandguilds.com/-/media/productdocuments/health_and_social_care/care/3625/3625_level_2/assessment_materials/3625-20_technicals_exam_guide_2018_v1-1-pdf.ashx)

# Synoptic Assignment

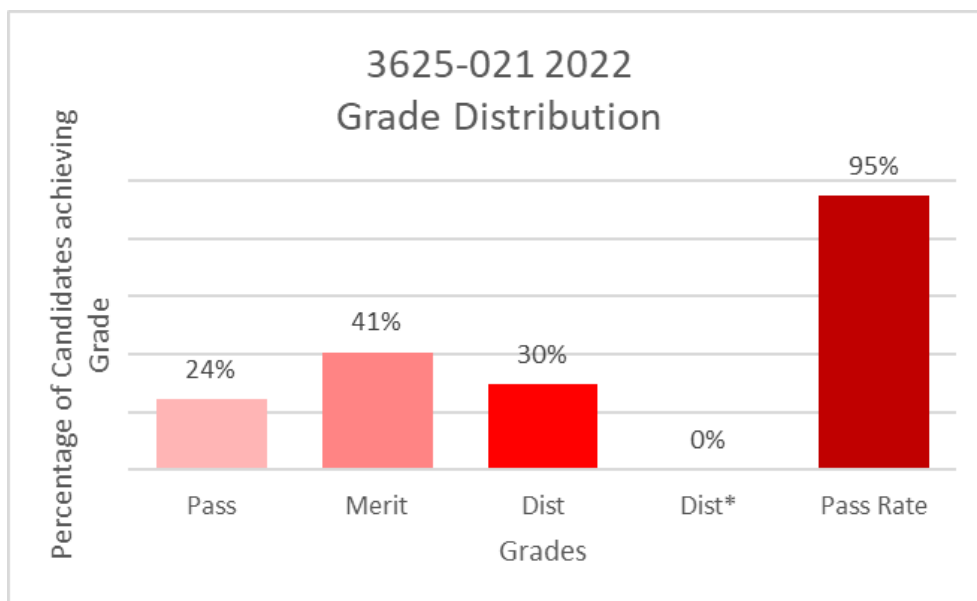
## Grade Boundaries

Below identifies the final grade boundaries for this assessment.

Assessment: 3625-021  
Series: 2022

<b>Total marks available</b>	<b>60</b>
Pass mark	20
Merit mark	30
Distinction mark	40

The graph below shows the approximate distributions of grades and pass rate for this assessment using the above boundary marks:



## **Principal Moderator Commentary**

For most Centres, uploading onto the portal was efficient and the process was effectively managed. Moderators found it easy to see how centre markers had come to assessment decisions. Candidates interview performance was key for determining overall mark bandings, and it is important for candidates to have every opportunity to do well in their interview. However, Centres are reminded to link the marks awarded for this task in a more holistic manner and identify this in the commentary. All learners had referenced their written work, although some provided more detail than others.

Candidates gained more marks when they were able to provide well-founded and justified responses with relevant examples and how they applied their knowledge to practice during their interview task. This clearly benefited some candidates whose written work lacked detail as they were able to gain more marks for the whole synoptic assignment. The interview also enabled the stronger candidates to show they had grasped core care principles and behaviours and could relate these to care practice. Candidates gained marks when they could describe and summarise challenges to quality practice and the importance of teamwork, especially in the interview.

### **Assignment Brief A**

Candidates made attempts to complete all the tasks, and many were answered well.

Task 1 – Many of the marks gained in higher banded work showed good understanding of the key considerations relating to the scenario and the ability to reflect on their own core values and behaviours.

In many instances there were considered links made between legislation, health, and safety, safeguarding and the core skills and behaviours relating to practice as well as consideration given to a wide range of support services.

Where candidates missed marks, they had not focused on these key points, and many used up the word count by repeating the scenario.

Task 2 – Many of the marks gained in higher banded work showed reflective consideration from the learner and included some evidence that the learners had investigated ways to develop resilience to stress.

In many instances there were links made with their own core skills and behaviours.

Where candidates missed marks, they had not focused on these key points of reflection and how they could develop their skills.

### **Assignment Brief B**

Candidates made attempts to complete all the tasks, and many were answered well.

Task 1 – Many candidates did not complete the Top Tips checklist and just produced an information sheet. This was not always focused on the target audience required from the brief. Higher performing candidates gained marks on their checklist by providing a detailed, accurate and concise information on the topic. They had considered the points included in the task and for some had added extra relevant topics.

- Improving lifestyle choices with regard to journey types and routes
- Ways to reduce exposure to air pollution
- Other services and support available to children with asthma.

Some candidates had been quite creative, and their checklists were informative and target audience appropriate. Candidates lost marks when their checklists did not address these issues or the information provided was too basic

Task 2 – This task enabled the candidate to gain marks by identifying and expanding on the health risks of asthma and associated environmental and public health impacts involved within the wider social picture. The higher scoring candidates considered aspects of the wider social and environmental picture making some interesting comments on factors affecting childhood asthma. For the lower scoring candidate this task was often very descriptive and wider impacts and risks were not considered in any depth.

### **Assignment Brief C**

Most candidates completed the task well and confidently showed a good understanding of the safety and hygiene issues within the task. Candidates were generally mindful of the person-centred approach and role-modelled effective communication skills. Candidates accompanied their skills test with a report to confirm their understanding of the factors underpinning the practical task. Observation reports from tutors were generally detailed and clearly documented candidates' strengths and weaknesses during the observed task.

**Interview** – Most candidates made a good attempt to address the interview topics. Some of the interviews were recorded with accompanying notes and most showed that candidates had prepared well. Where the interview had not been recorded, many tutors had completed detailed written notes which enabled the moderator to see how marks had been gained or missed. In some cases, some recordings were not included, and it was difficult for the moderator to gain a clear picture from the tutor notes only. It is recommended that the recording is uploaded to support the moderation process. (Please note recordings should be easy for the moderator to open and play).

### **Commentary on Assessment Objectives**

#### **AO1 – Recall of knowledge**

Many candidates had made clear links to legislation, principles of care practice, personal and professional skills and values and had drawn on knowledge from across the qualification. Candidates failed to gain marks when they did not show links between their knowledge and the assignment brief tasks in sufficient detail. Candidates were also unable to gain marks when they provided irrelevant detail or had repeated the scenario. Most candidates were well prepared for the interview and the discussion showed that they had strong recall of the core care behaviours and how they had demonstrated these in their placement. Candidates gained marks when they used terminology correctly and could refer to legislation, theories and the wider health and care landscape about services and impacts on the community. Some candidates in childcare placements seemed to find it more difficult to make links to the relevant practice requirements within their placements. Centres are reminded that as this is not an Early Years qualification, therefore, learners should be in appropriate placements carrying out health and social care related activities.

#### **AO2 – Understanding of concepts, theories and processes**

Candidates gained marks when they showed causal links in their explanations within the assignment brief tasks. Candidates were unable to gain marks when their written or verbal responses did not show depth of understanding of the concepts especially in relation to legislation, core care values and behaviours underpinning practice relevant to the tasks. In addition, a few candidates were unable to gain marks because they did not meet the remit of the tasks. They either provided irrelevant detail, repeated the task scenario, or deviated from the

task. Many candidates showed confident responses in the skills test and interview and could explain links to health and safety, care concepts and behaviours. Application of legislation, theories and discussion of wider issues related to practice observed within the placement were ways candidates gained marks during the interview. Candidates were generally able to use their knowledge to describe instances of good and poor practice within their placement and make some reflective and evaluative judgements.

### **AO3 – Application of practical/technical skills**

Candidates generally presented their evidence in a clear format and many were competent in their written tasks showing confident application of written skills. In the interview many of the candidates grew in confidence in the way they presented their answers, especially when encouraged by tutors. Although some were nervous and other weaker candidates needed some prompting, most were able to respond to the questions enthusiastically in the interview especially when asked about core behaviours to providing care and support in their chosen activity. Many of the interviews enabled the candidates to show reflection skills and it remains a key way for them to gain marks. Some candidates seemed to read from their notes, and this often affected their flow. Many candidates gained marks in the skills test, showing skills in the execution of the observed task. This was evident from the observation records and continues to be a task which candidates can demonstrate some core care skills and behaviours. Markers provided feedback on poor spelling and grammatical errors in the work and noted where candidates had used a broad range of references. Most candidates used a standard referencing framework to record their selection of source material.

### **AO4 – Bringing it all together**

Candidates achieved higher marks when they gave full and well-rounded responses in the interview, skills test, and written tasks. This then clearly showed integration and linkage of knowledge and understanding to the task scenarios or situations. Candidates were able to gain marks by showing causal links and justifications in their responses; written, verbal or demonstrated. Candidates gained marks when they were able to reflect on the approaches they had taken within their chosen activity in the interview and some aspects of the tasks. Candidates gained marks when they showed evaluative skills in their written tasks, especially when they were tackling some of the more complex issues.