



3625-30/31 Level 3 Advanced Technical/Extended Diploma in Health and Care (540/1080)

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:

Year 1

- Pathway 1
 - 3625-530/030 Level 3 Advanced Technical Diploma in Health and Care – Theory Exam
 - March 2022 (Spring)
 - June 2022 (Summer)
 - 3625-031 Level 3 Advanced Technical Diploma in Health and Care – Synoptic Assignment

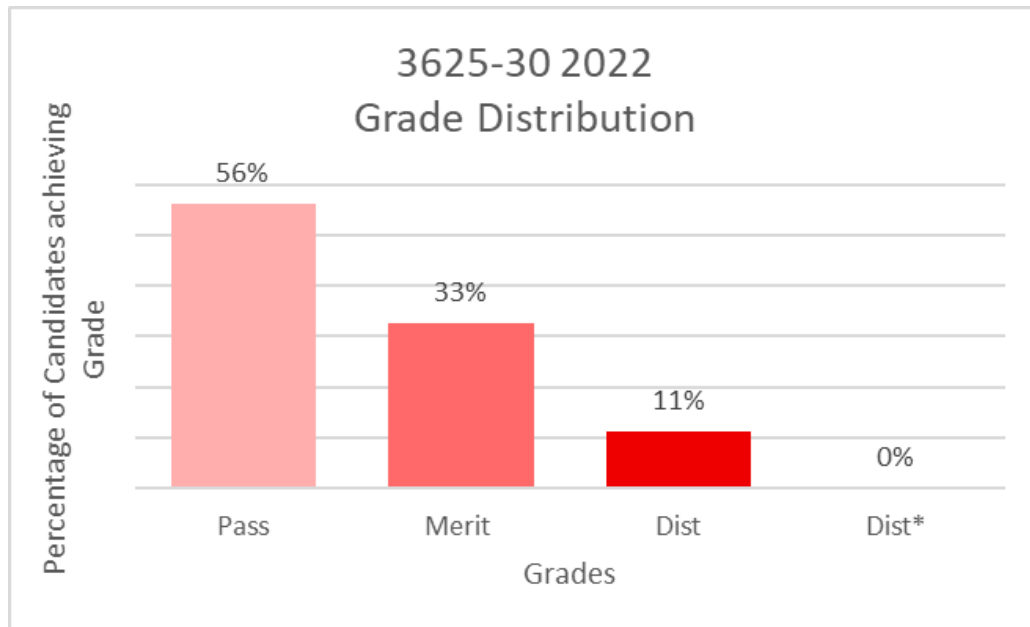
Year 2

- Pathway 1 (Health)
 - 3625-032/532 Level 3 Advanced Technical Extended Diploma in Health and Care – Theory Exam
 - March 2022 (Spring)
 - June 2022 (Summer)
 - 3625-033 Level 3 Advanced Technical Diploma in Health and Care – Synoptic Assignment
- Pathway 2 (Care)
 - 3625-034/534 Level 3 Advanced Technical Extended Diploma in Health and Care – Theory Exam
 - Assessment No. and Title – Theory exam
 - March 2022 (Spring)
 - June 2022 (Summer)
 - 3625-033 Level 3 Advanced Technical Diploma in Health and Care – Synoptic Assignment

Qualification Grade Distribution

3625-30 Level 3 Advanced Technical Diploma in Health and Care (540)

The grade distribution for this qualification is shown below:



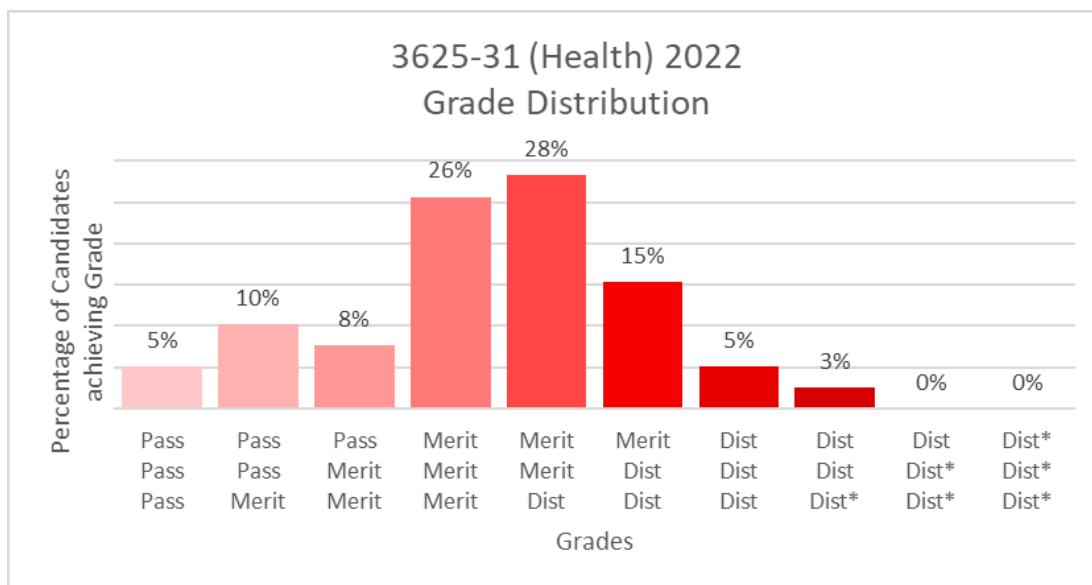
This data is based on the distribution as of 16 August 2022.

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.

Qualification Grade Distribution

3625-31 Level 3 Advanced Technical Extended Diploma in Health and Care (1080) (Health)

The grade distribution for this qualification is shown below:



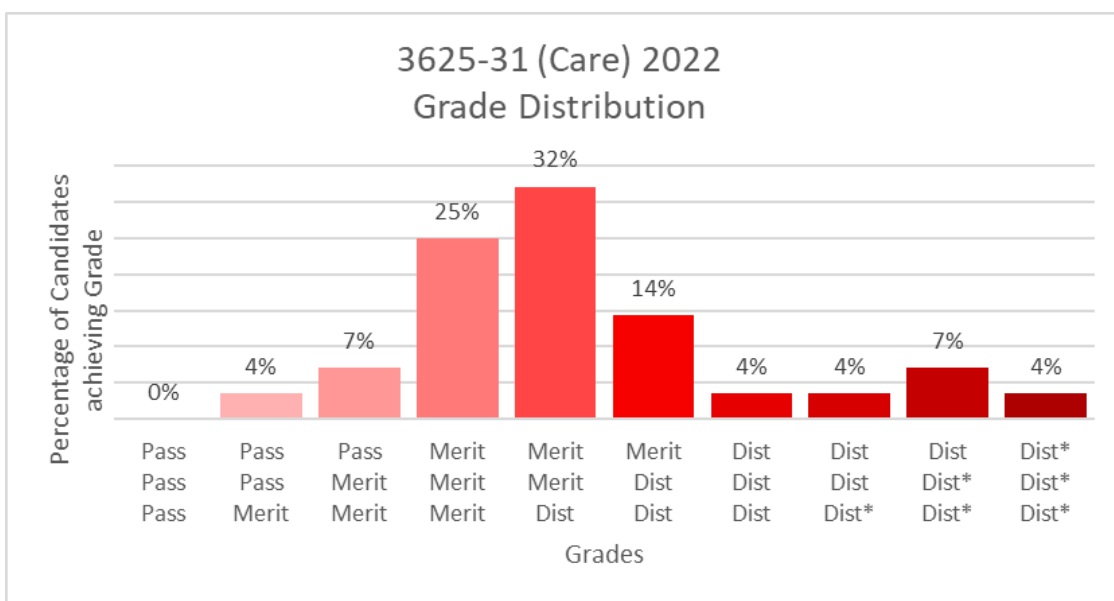
This data is based on the distribution as of 16 August 2022.

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.

Qualification Grade Distribution

3625-31 Level 3 Advanced Technical Extended Diploma in Health and Care (1080) (Care)

The grade distribution for this qualification is shown below:



This data is based on the distribution as of 16 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 Exams – Year 1

3625-30 Level 3 Advanced Technical Diploma in Health and Care (540)

Grade Boundaries

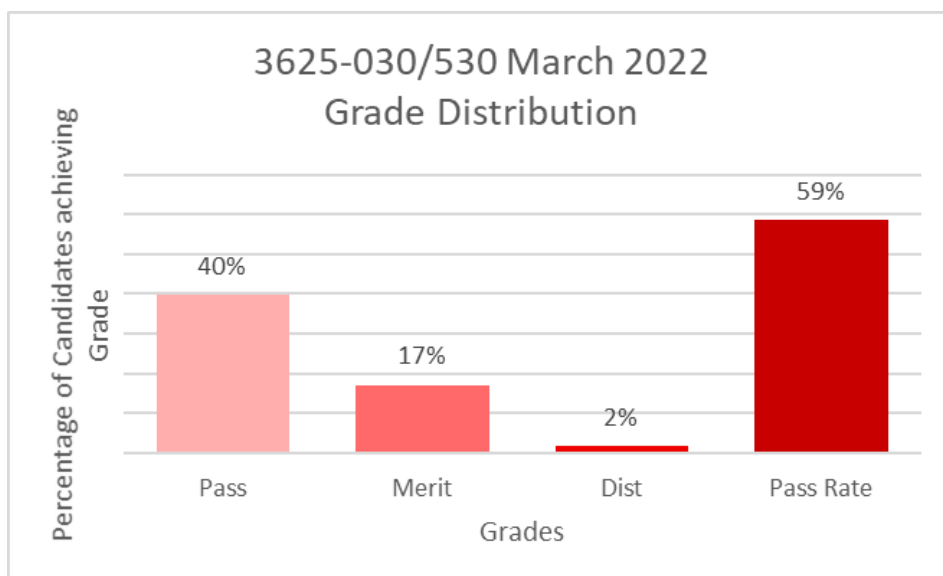
Assessment: 3625-530/030
Series: March 2022 (Spring)

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

Total marks available	60
Pass mark	24
Merit mark	33
Distinction mark	43

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.

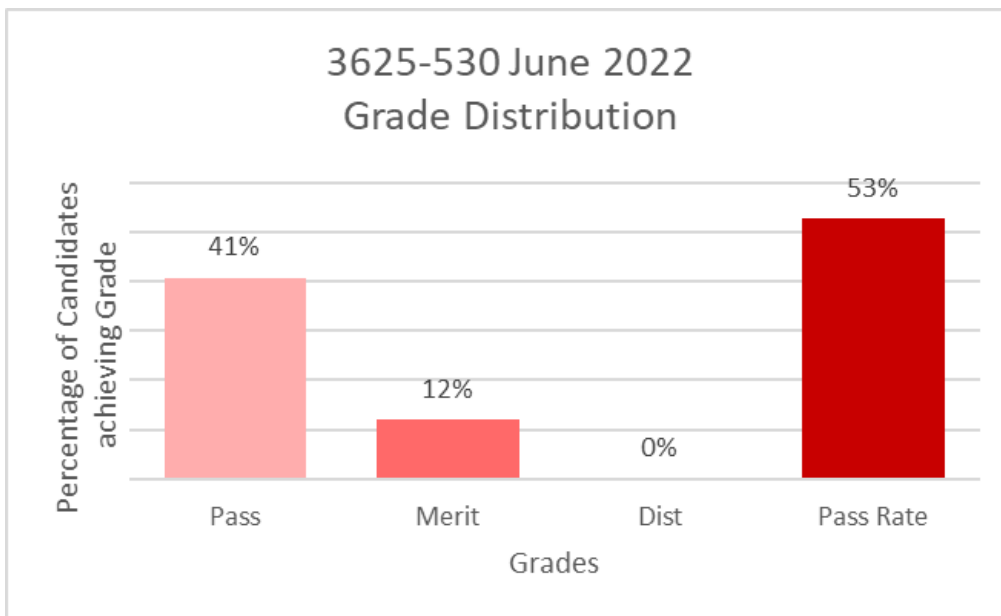
The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:



Below identifies the final grade boundaries for this assessment.

Total marks available	60
Pass mark	21
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:



Chief Examiner Commentary

3625-530/030 Level 3 Health and Care - Theory exam

Series 1 – March 2022

The examination paper covered a wide range of learning outcomes and was similar to previous exam series in terms of challenge for recall, knowledge, understanding and application of information. There continues to be inaccurate or no response made to questions where knowledge of subject specific terminology is required. The cohort responses to the Extended Response Question demonstrated some planning and understanding of the scenario, but were mostly limited in breadth and depth of information across all units. A few candidates offered detailed answers drawing on all units and were able to achieve higher marks. This is a similar response trend to previous cohorts.

Most candidates demonstrated good knowledge on the care needs of individuals and how to meet them using the principles of good health and care practice. They were also knowledgeable about infection control measures and the accident/incident procedures to be followed.

Recall of communication types was generally accurate, as were explanations of the effects of discrimination against an individual. Candidates also demonstrated their knowledge and understanding of barriers to communication and the use of emerging technology. As in previous examination series, the most successful candidates were able to express their reasoning with accurate use of terminology in response to the command verb used in the question.

Many candidates demonstrated weakness in recalling knowledge of specific legislative acts. Answers included information for a completely different piece of legislation to the one posed in the question paper. Often candidates did not appreciate the difference between legislation and policies giving incorrect or no responses. Many candidates did not understand the meaning of specific terms, with reference to types of equality listed in the qualification handbook. Many candidates gave incorrect responses when asked to describe potential barriers to overcome a communication problem, offering instead, a list of different communication strategies which did not address the question. In addition, some candidates did not identify that examples of written communication were required, and instead gave incorrect response with examples of verbal and non-verbal communication.

Lower scoring candidates in the Extended Response Question, did not offer sufficient breadth of application of knowledge or depth of knowledge drawing on information from all the units. These candidates tended to focus on a description of communication and support strategies only without reference to other elements such as the relevance of safety in the environment, application and the impact of relevant legislation to the scenario.

Candidates should be prepared to offer accurate recall of knowledge on all terminology. Candidates should also be prepared to read exam questions carefully so they may construct answers accordingly. It is advisable that candidates undertake some exam practice in responding to the Extended Response Question. They should develop skills in drawing on and applying information from all the units being examined. This will enable them to be more successful in achieving higher marks in this element of the examination.

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_3/assessment_materials/3625-030_and_530_technical_exam_document_2018_v2-1-pdf.ashx

Series 2 – June 2022

The examination paper covered a wide range of learning outcomes and was similar in structure and challenge to previous exam series. Questions were varied with marks available for recall of knowledge and also for application, allowing candidates to gain higher marks across the paper.

There continues to be inaccurate or no response made to questions where knowledge of subject specific information and terminology is required.

The cohort responses to the Extended Response Question were mostly limited in breadth and depth of information across all units. Most candidates focused on description of needs with few or no links to legislation, professional values or relevant codes of practice. A few candidates offered detailed answers drawing on all units and were able to achieve higher marks.

Most candidates demonstrated good knowledge on the care needs of individuals and how to meet them using the principles of good health and care practice. They were also knowledgeable about poor practices that would not respect the dignity of individuals in receipt of care. Recall of specialist support available to meet specific needs was generally accurate, as were methods of infection control in the workplace.

As in previous examination series, the most successful candidates were able to express their reasoning with accurate use of terminology in response to the command verb used in the question. Many candidates demonstrated weakness in recalling knowledge of the structure of health services. Many candidates did not respond correctly when stating types of barriers to equal opportunities as listed in the qualification handbook. Many candidates gave incorrect responses when asked to state different contexts in which discrimination might occur. Those who were awarded marks generally gave an example to illustrate the context. When responding to more challenging questions requiring application of theoretical knowledge, many candidates struggled to give a correct response and were unfamiliar with theoretical terminology.

Lower scoring candidates in the Extended Response Question, did not offer sufficient breadth of application of knowledge or depth of knowledge drawing on information from all the units. These candidates tended to focus on a description of needs and support strategies only without reference to other elements such as the relevance of professional values, and the impact of relevant legislation to the scenario. Candidates should be prepared to offer accurate recall of knowledge on all terminology.

Candidates should also be prepared to read exam questions carefully so they may construct answers accordingly. It is advisable that candidates undertake some exam practice in responding to the Extended Response Question. They should develop skills in drawing on and applying information from all the units being examined. This will enable them to be more successful in achieving higher marks in this element of the examination.

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_3/assessment_materials/3625-030_and_530_technical_exam_document_2018_v2-1-pdf.ashx

Theory Exams – Year 2

3625-31 Level 3 Advanced Technical Extended Diploma in Health and Care (1080) (Health)

Grade Boundaries

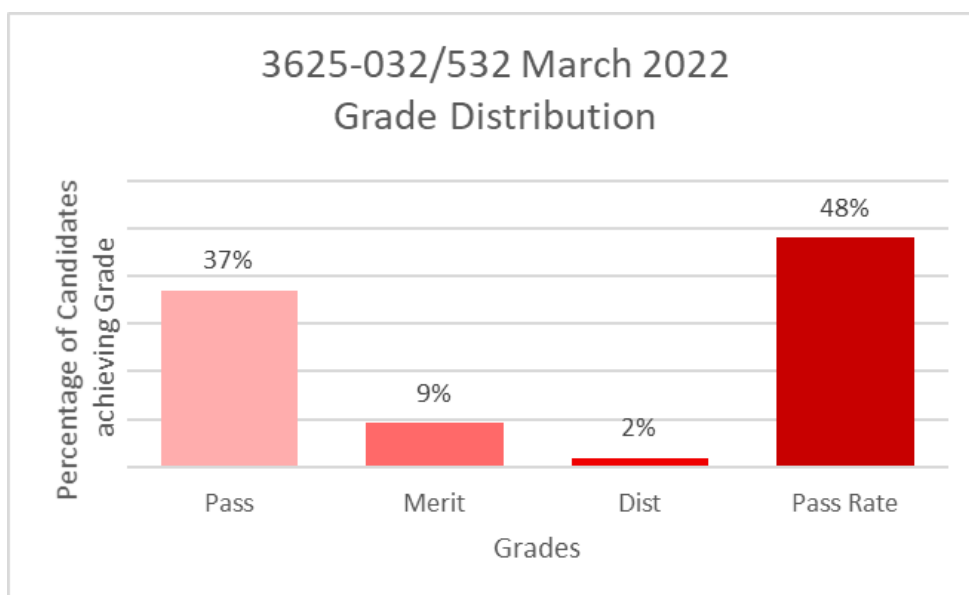
Assessment: 3625-532/032
Series: March 2022 (Spring)

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

Total marks available	60
Pass mark	23
Merit mark	32
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:

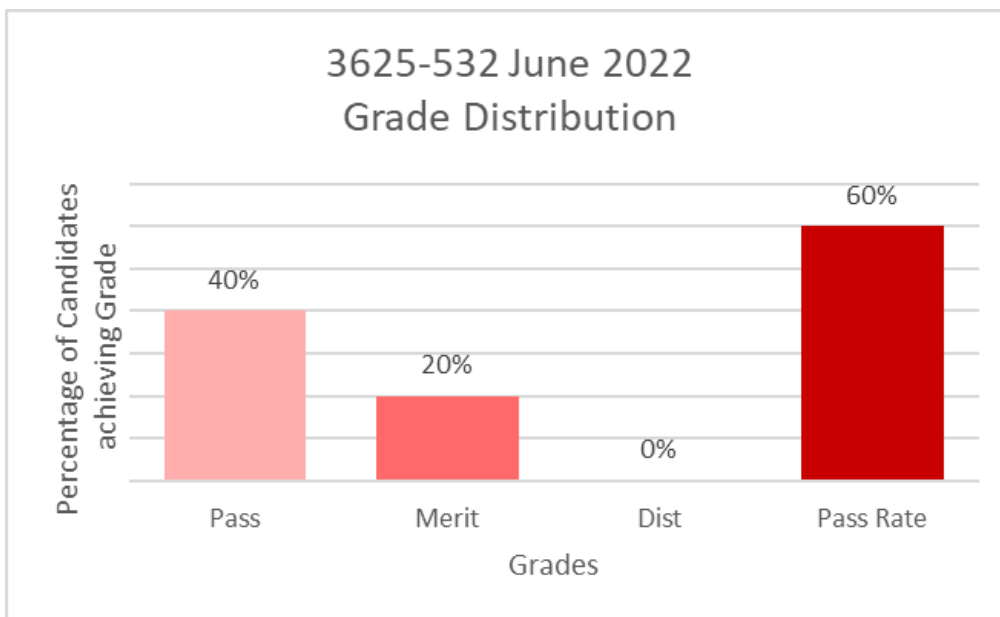


Assessment: 3625-532/032
Series: June 2022 (Spring)

Below identifies the final grade boundaries for this assessment.

Total marks available	60
Pass mark	20
Merit mark	29
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

3625-532/032 Level 3 Health and Care - Theory exam

Series 1 – March 2022

The examination paper covered a range of learning outcomes across the whole qualification and was similar to previous series in terms of challenge and level of difficulty. Candidates on the whole gave responses which demonstrated a wide range of knowledge. A few candidates demonstrated accurate knowledge and application of topics across the whole paper. However some candidates omitted to answer questions requiring understanding which reflected in lower marks being achieved. Where candidates were able to apply theoretical knowledge in response to the Extended Response Question, they were able to achieve higher marks.

Candidates demonstrated a good level of knowledge and understanding in the following areas:

- Function of a named body systems
- Impact of changed service provision on health and wellbeing
- Demographic factors influencing health and wellbeing
- Types of microorganisms
- Genetic links to named body systems

Many candidates achieved marks in the above topics by offering accurate responses or by giving appropriate examples to illustrate or expand upon their point. Many candidates demonstrated knowledge of subject specific terms by defining them but did not always complete answers with explanation or expansion to achieve the full range of marks available.

Many candidates did not demonstrate a good level of knowledge and understanding in the following areas:

- Sociological perspectives
- Knowledge of sociological terminology
- Biomedical approach
- Process of cell division
- Types of body movement

In these areas of the examination, answers indicated that candidates did not interpret the focus of the question correctly. They were unable to gain marks on both recall and understanding questions.

The Extended Response Question was not answered with sufficient breadth of knowledge or reference to theory by many candidates. Many gave generic responses without reference to subject specific terminology. Many were not able to include correct information of service provision. Many candidates repeated information rather than offering wider discussion.

Centres are advised to revisit current handbooks and previous papers to fine-tune the delivery of their programmes. Candidates would benefit from ensuring they had a sound knowledge of the scope of each unit being examined in preparation to answer questions on all topic areas. It is advisable that candidates note the mark allocation for each question in the examination to correctly interpret the depth of response required. Candidates would benefit from practising examination techniques when preparing for this examination particularly for the Extended Response Question.

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_3/assessment_materials/3625-032-technical_exam-guidance_2018_v1-1-pdf.ashx

Series 2 – June 2022

The examination paper included a range of question styles for both recall and knowledge (AO1) and understanding (AO2) questions. Questions covered a range of topic areas from the units assessed including questions concerning body systems, models of health, application of theory to scenarios and knowledge of health and care practice. The more challenging questions helped to differentiate between higher and lower scoring candidates.

In the majority of the AO1 questions, marks were accessible for recall of information however, some candidates struggled to give accurate answers to questions concerning specialist terms. Most candidates gained marks by demonstrating recall through use of relevant examples in their responses. Those candidates achieving higher marks were able to show an application of subject specific knowledge in their responses, particularly in AO2 questions.

Most candidates gained marks by showing knowledge of the links between health and wellbeing on individuals. Most gained some marks by demonstrating an understanding of the impact of sociodemographic factors on health. Many candidates gained marks for identifying health initiatives used to promote and support health and wellbeing giving accurate information or relevant examples to support their answer. Most candidates gained marks by showing knowledge of different types of micro-organisms.

Candidates struggled to offer correct information on the topic of links between cells and body systems and the relationship between the structure and functions of different body systems. They also performed less well when considering sociological theoretical approaches in relation to health care and demonstrating an understanding of current trends in public policies that impact on health care.

The candidates achieving the lower spectrum of marks often missed opportunities to gain marks by not answering the question at all, or by demonstrating a limited level of understanding of the topic being tested. Candidates who scored lower marks on the AO2 questions gave responses that did not show knowledge or application of specialist terminology or demonstrate the required understanding and links to health and care practice. Some candidates provided more detailed responses however, they were not always relevant to the question. Responses were not reflective of candidate's familiarity with the unit content in the qualification handbook.

Extended Response Question

Candidates who gained higher marks in the ERQ could draw on and apply knowledge from across all units. Marks awarded in higher bands were achieved by those who offered justification, application of theory and correctly used subject specific terminology to express ideas. Those candidates achieving marks in the lower bands did not show sufficient breadth of knowledge limiting the overall marks achieved for the paper.

Candidates should be prepared to read exam questions carefully so they may construct answers accordingly. They should also be prepared to offer accurate recall of knowledge on all terminology. It is advisable that candidates undertake some exam practice in responding to the Extended Response Question. They should develop skills in drawing on and applying information from all the units being examined. This will enable them to be more successful in achieving higher marks in this element of the examination.

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_3/assessment_materials/3625-032-technical_exam-guidance_2018_v1-1-pdf.ashx

3625-31 Level 3 Advanced Technical Extended Diploma in Health and Care (1080) (Care)

Grade Boundaries

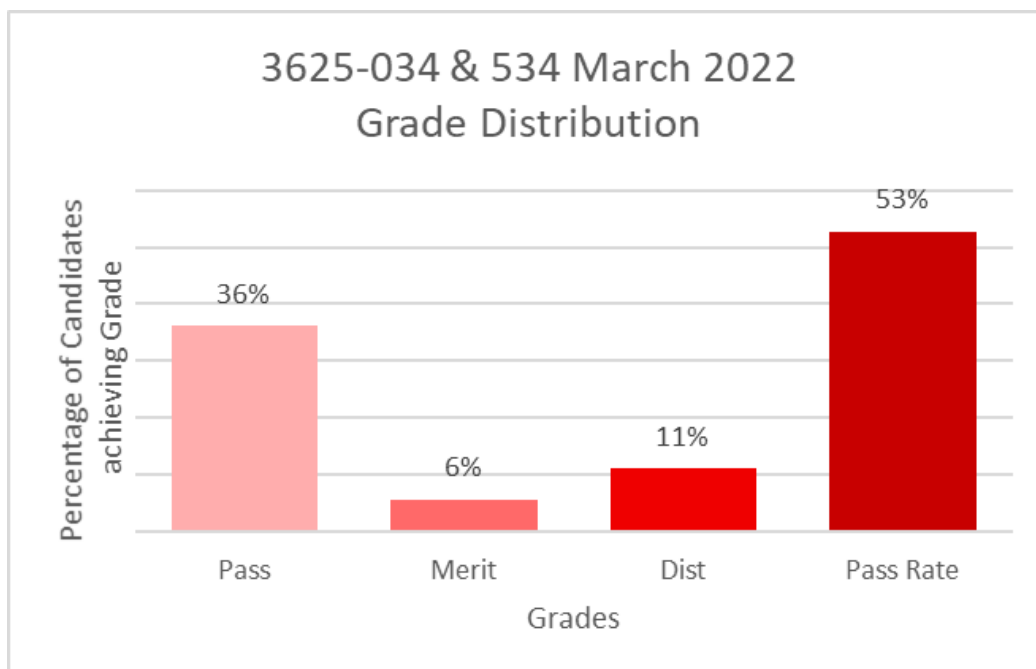
Assessment: 3625-534/034
Series: March 2022 (Spring)

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

Total marks available	60
Pass mark	23
Merit mark	32
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.

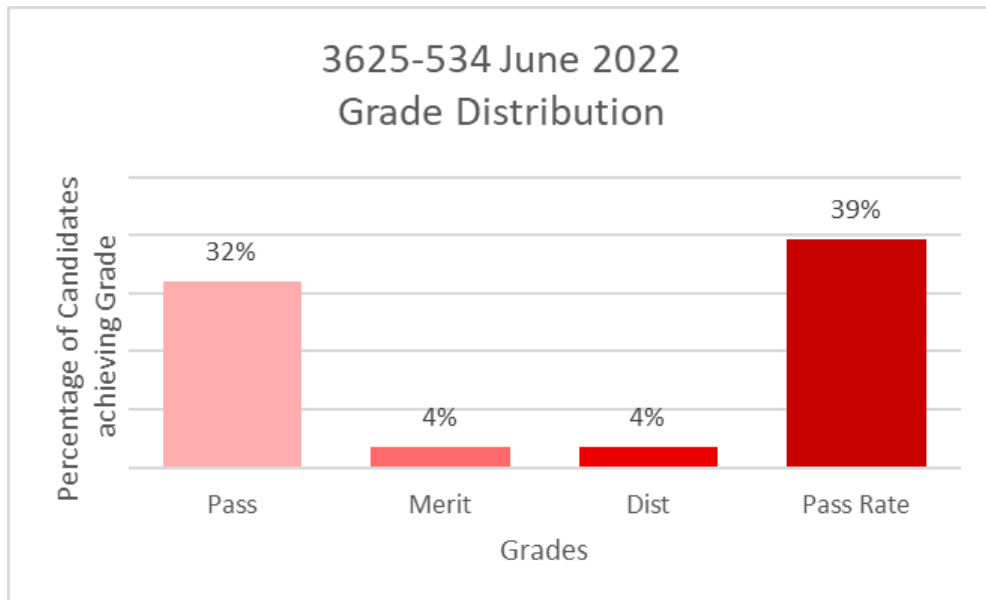
The graph below shows the approximate distributions of grades and pass rate for this assessment, it does not account for any marks that have been amended due to generosity:



Below identifies the final grade boundaries for this assessment.

Total marks available	60
Pass mark	20
Merit mark	29
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

3625-534-034 Level 3 Health and Care - Theory exam

Series 1 – March 2022

The examination paper covered a range of learning outcomes across the whole qualification and was similar to previous series in terms of challenge and level of difficulty. The overall cohort response demonstrated a wide range of knowledge and understanding. A few candidates demonstrated accurate knowledge and application of topics across the whole paper and particularly in the Extended Response Question where they gave a holistic response, thus gaining higher marks. Some candidates omitted to answer questions requiring both recall and application. Some candidates did not respond accurately to questions, omitted questions, or misinterpreted what the question required.

Candidates demonstrated a good level of knowledge and understanding in the following areas:

- Function of a named body system and named organelle
- Knowledge and application of named psychological theorists from a given perspective
- Impact of government initiatives on health and wellbeing
- Ways to address lifestyle issues to improve health and wellbeing in specific groups in the population

Many candidates achieved marks in the above topics by offering correct responses or by giving appropriate examples to illustrate or expand upon their point. Many candidates demonstrated knowledge of a psychological perspective by using appropriate subject specific terminology to express ideas and by correctly applying theoretical information to a given scenario.

A few candidates responded much better to the command words used in questions than in previous cohorts. The high marks achieved by these candidates reflected responses which demonstrated detailed subject specific knowledge and application of information across the whole paper.

Many candidates did not demonstrate a good level of knowledge and understanding in the following areas:

- Types of approaches used in developmental psychology
- Knowledge of sociological terminology
- Knowledge of theoretical concepts from sociological perspectives

In these areas of the examination, answers indicated that candidates did not interpret the focus of the question correctly. They were unable to gain marks on both recall and application questions.

Extended Response Question

The Extended Response Question discriminated between the low scoring and higher scoring candidates. Candidates who were able to construct their answer showing breadth of knowledge and offered well reasoned discussions on theoretical concepts achieved higher marks.

Centres are advised to revisit current handbooks and previous papers to fine-tune the delivery of their programmes. Candidates would benefit from noting the mark allocation for each question to interpret the depth of response required. Closer inspection of the specification requirements may also support revision and preparation, particularly in the Sociology of health, care and wellbeing unit. Candidates would benefit from practising examination techniques when preparing for this examination particularly for the Extended Response Question.

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_3/assessment_materials/3625-034-technical_exam-guidance_2018_v1-1-pdf.ashx

Series 2 – June 2022

This exam included a range of question styles for both recall (AO1) and knowledge and understanding (AO2) questions. Questions covered a range of topic areas from the units assessed including theoretical application to scenarios and knowledge of elements of care practice. The more challenging questions helped to differentiate between higher and lower scoring candidates.

In the majority of the AO1 questions, marks were available for recall of information however, some candidates struggled to give accurate answers to questions concerning specialist terms. Most candidates gained marks by including relevant examples in their responses. Those candidates achieving the higher marks were able to show evidence of reasoning and justification, as well as the recall of knowledge across all of the units.

The candidates achieving the lower spectrum of marks often missed opportunities to gain marks by demonstrating a limited level of understanding of the topic being tested. Candidates who scored lower marks on the AO2 questions gave responses that did not show knowledge or application of specialist terminology or demonstrate the required understanding and links to care practice. Some candidates provided information that was not relevant to the question. Responses were not reflective of their familiarity with the unit content in the qualification handbook.

Most candidates in this cohort had an understanding of psychological approaches, key theorists within them and key terms relevant to the topic of developmental psychology. Most gained some marks for application of a given psychological theory relating to human development and gave psychological explanations of the effects of nature/nurture arguments applied to the shaping of human behaviours. Most candidates also gained marks by demonstrating knowledge of psychological approaches used to explain and understand the effects of bereavement on individuals.

Candidates clearly understood the importance of offering choice to individuals when providing care and the majority gained marks for their responses to this topic.

Candidates in this cohort struggled to offer correct information on the topic of links between cells and body systems and the relationship between the structure and functions of different body systems. They also struggled to gain marks on questions requiring knowledge of different sociological perspectives and the application of these to health and care provision. Many candidates did not gain marks where they needed to demonstrate their knowledge of key definitions and concepts of health and illness used in sociology.

Extended Response Question

Candidates gained marks in the ERQ with higher marks being awarded where they could draw on and apply knowledge from across all units. Marks awarded in higher bands were achieved by those who offered justification, application of theory and subject specific terminology.

Candidates should be prepared to read exam questions carefully so they may construct answers accordingly. They should also be prepared to offer accurate recall of knowledge on all terminology. It is advisable that candidates undertake some exam practice in responding to the Extended Response Question. They should develop skills in drawing on and applying information from all the units being examined. This will enable them to be more successful in achieving higher marks in this element of the examination.

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_3/assessment_materials/3625-034-technical_exam-guidance_2018_v1-1-pdf.ashx

Synoptic Assignments – Year 1

3625-30 Level 3 Advanced Technical Diploma in Health and Care (540)

Grade Boundaries

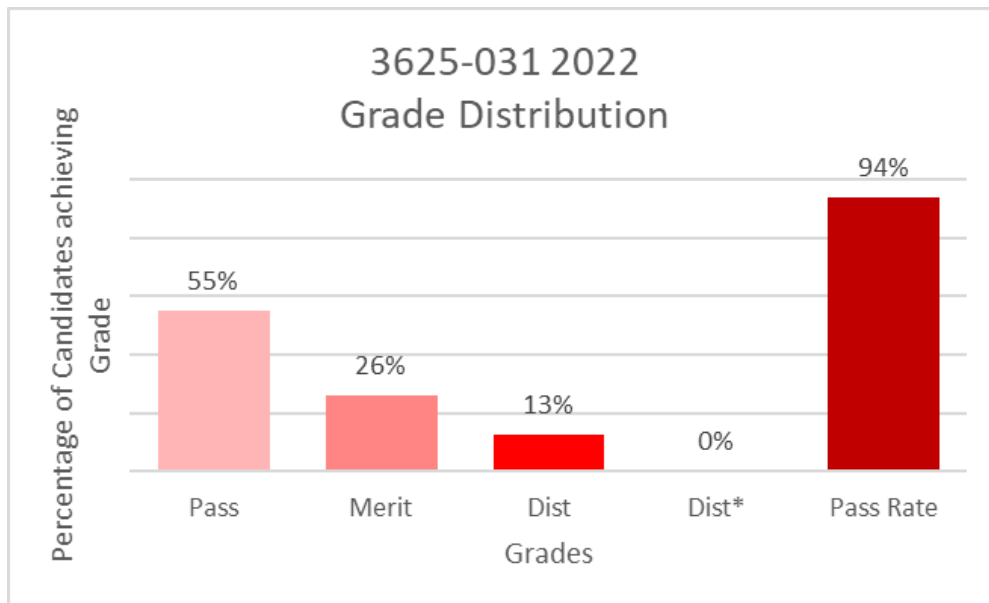
Below identifies the final grade boundaries for this assessment.

Assessment: 3625-031

Series: 2022

Total marks available	60
Pass mark	21
Merit mark	31
Distinction mark	41

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



Principal Moderator Commentary

Most centres managed to upload the evidence in a timely manner and it was easily accessible to the moderators. Centre markers commented on tasks sufficiently for moderators to see how marks had been allocated. In many cases the written commentary provided for marks given was fully justified. The responses to the synoptic tasks showed that these were fit for purpose and engaged the candidates.

Summary of synoptic assignment tasks

Case Study A

Candidates generally made a good attempt to complete all the tasks.

Task 1 – Many candidates gained marks by providing concise but accurate explanations of the issues posed by the scenario, especially in relation to providing a rehabilitation plan and enabling the individual and her family in the scenario to maintain and develop their relationships. Many candidates provided good explanations of the processes of addressing the issues raised and how these would be reported and discussed with other professionals and services. Some candidates did not meet the assignment brief because they did not write care/support plans and instead produced reports. For candidates who did not write a plan, marks were often missed because of this aspect of the task not being met.

However, there were other candidates who understood how to write a care/support plan, and these was completed to a high standard. For these candidates it was clear that they had been prepared well as to how to write a person-centred plan.

Task 2 – Some candidates lost marks due to a lack of sufficient detail in this task and in some cases, there was repetition from task A, especially when task A had been presented as reports rather than plans.

However, for many candidates this task was completed clearly, and issues raised showed an understanding of the needs of the different family members in the scenario. Candidates gained marks when they considered person-centred approaches with causal links to legislation considering health and safety, risk, safeguarding and communication. Some stronger candidates had considered relevant theories especially in relation to the relationships within the family.

Candidates gained and lost marks depending upon their focus and attention to the requirements of this task, which had layers of complexity to suit a range of candidates. Some candidates gained marks by including a range of services for the wider social aspects of the case.

Case study B

All candidates made a good attempt to complete the tasks.

Task 1 - This was generally answered well by most of the candidates. Many of the marks gained in the higher band showed clear understanding of the complexity of cognitive impairments and the social dynamics of the situation together with strong links between legislation, theory, and holistic practice.

Task 2 - Candidates gained marks by clearly identifying the importance of a person-centred approach to reviewing the needs and preferences of the individual, identifying the complexities within the situation and the various people involved.

Candidates gained marks when they considered the range of challenges and ways to overcome these to ensure a positive outcome approach. Some candidates had reflected on their own response to the scenario and had made some interesting and valid comments.

Task 3 - Many candidates gained marks by carefully considering the issues raised within the scenario and related these to relevant serious case reviews, which highlighted the safeguarding issues. Some candidates did not achieve marks by not developing recommendations.

Candidates gained and missed marks depending upon their focus and attention to the requirements of this task. Some candidates gained marks by including a range of services. All candidates had referenced their work, although some provided more detail than others.

Professional Discussion

Many candidates made a good attempt to address the topics. Most of the discussions were recorded with accompanying notes and most showed that candidates had prepared well. Where candidates read out from their pre-prepared notes the flow of the discussion was affected. For most centres the process was effectively managed and thus, easy to moderate. This clearly benefited some candidates as they were able to gain more marks for the whole synoptic. Many candidates gained marks by explaining their knowledge in relation to practice during the discussion. The discussion also enabled the stronger candidates to show they had grasped concepts and principles underpinning care practice. Many candidates showed a sound understanding of the importance of reflection on the importance of values, principles, and core care behaviours. A few centres had not included commentary in the marking about the evidence candidates had produced within the discussion relating to the AOs and this has disadvantaged candidates.

Commentary on assessment objectives

AO1 – Recall of knowledge

Many candidates had shown recall of legislation and key concepts and theories and had drawn on knowledge from across the qualification. Candidates were unable to gain marks when they did not show causal links between their knowledge and the case study task in sufficient detail. Candidates also did not gain marks when they provided irrelevant detail, or when they repeated the scenario.

Most candidates were well-prepared for the professional discussion and the discussion showed that they had strong recall of the importance of care practices relating to health and safety, core care values and behaviours, and person-centred approaches. Candidates could recall examples where they had demonstrated care values and behaviours in their placement. Candidates gained marks when they used terminology correctly and could refer to the wider health and care landscape.

AO2 – Understanding of concepts, theories, and processes

Candidates gained marks when they showed causal links and justifications in their explanations within the assignment tasks. Candidates did not gain marks when their responses did not show depth and breadth of understanding of the concepts and theories relevant to the tasks.

They also did not gain marks when they had clearly misunderstood the remit of the tasks, provided irrelevant detail, or deviated from the task requirements.

Many candidates showed confident responses in the professional discussion and could explain links to care concepts, reflective practice models and the application of legislation to situations observed or practiced within their placement. Candidates were generally able to use their knowledge of the core care behaviours to evaluate instances of good and poor practice within their placement. Most candidates used a standard referencing framework to record their selection of source material.

AO3 – Application of practical/technical skills

Candidates generally presented their assignment tasks in a clear format, and many showed confident application of written skills.

In the professional discussion, many of the candidates were confident in the way they presented their discussion. Weaker candidates needed some prompting, but most were able to

independently lead the discussion once it started to flow. Most candidates excelled in the discussion when they related the core behaviours to providing care and support. Stronger candidates could reflect on this for themselves to explain how they had developed their skills. Many of the professional discussions enabled the candidates to show their understanding by self-explanation and it remains a key way for them to gain marks. It was clear however, when candidates were reading verbatim from their notes, as this interrupted a natural response and flow of the discussion. Markers had provided feedback on poor spelling and grammatical errors in the work and noted where candidates had used a broad range of references.

AO4 – Bringing it all together

Candidates who achieved higher marks provided well-rounded responses in the professional discussion and written tasks. These clearly showed links between knowledge and understanding to the task scenarios or situations. Candidates were able to gain marks by showing justifications in their responses. Candidates gained marks when they were able to reflect on the approaches they had taken within their practice in the professional discussion. Candidates gained marks when they showed evaluative skills in their written tasks and the professional discussion, especially when they were tackling complex issues. Many candidates had met the brief extremely well and this showed especially in the marking for this AO.

AO5 – Attending to detail/perfecting

Candidates were unable to gain marks when they drifted off the topic both in written tasks and in the professional discussion. Candidates gained marks when they met the specific requirements of the task in sufficient detail and expanding on discussion points where appropriate.

Synoptic Assignments – Year 2

3625-31 Level 3 Advanced Technical Extended Diploma in Health and Care (1080)

Grade Boundaries

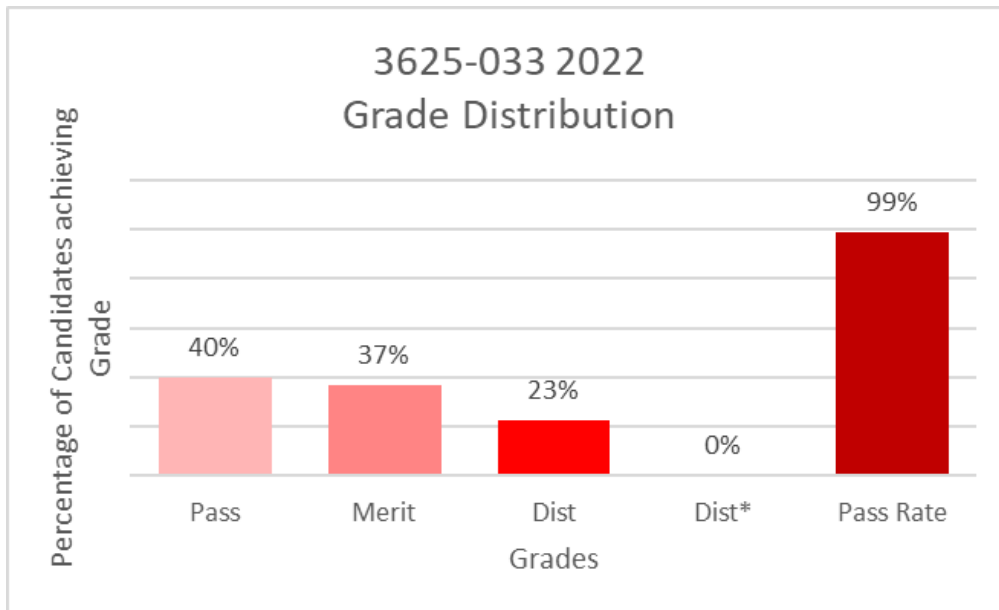
Below identifies the final grade boundaries for this assessment.

Assessment: 3625-033

Series: 2022

Total marks available	60
Pass mark	21
Merit mark	31
Distinction mark	42

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



Principal Moderator Commentary

The evidence provided for the synoptic assignment was sufficient, valid and of appropriate quality. Most Centres had uploaded the material requested in a timely manner to support marking and moderation. Centre marks and commentary were generally sufficiently detailed providing justifications for marks given. Candidates used suitable referencing systems, although some were more detailed than others.

Summary of synoptic assignment tasks

Assignment A:

Overall, most candidates made sound attempts to complete the tasks.

Task 1 - Most of the candidates answered this task in sufficient detail and had obviously extended their knowledge by wider reading. Many candidates gained marks in the higher band by showing a clear understanding of the impact of research on practice; the principles behind research methodology, different types of research, the impact of ethical considerations and consent on research into health and care.

Candidates achieving the highest marks produced academic work which really fulfilled the assessment criteria. Candidates who found this task a challenge missed marks by not providing sufficient detail or explanations to show they really understood the relevance of research in health and care practice.

Task 2 - Many of the candidates had considered a range of resources and this supported and informed their understanding of the topic chosen. Some candidates did not achieve marks by not reading widely enough, and some gave a lot of examples but lacked depth and focus on the chosen topic. Often these candidates also did not gain marks because their responses were mostly descriptive, lacking any summative or evaluative content.

Candidates gained marks when they evaluated and summarised their findings from their literature reviews and elicited considered responses within their evaluations. Candidates gained marks when they also justified the relevance of other aspects from the wider context.

Task 3 - Candidates gained and missed marks depending upon their focus and attention to the requirements of this task. Candidates gained marks by accurately summarising their proposal including SMART targets and objectives and by showing an informed choice of research methods to be used.

Assignment B:

All candidates made a good attempt to complete the tasks.

Task 1 - Many candidates gained marks by providing concise, confident, and accurate explanations of the topics for this synoptic task. Some candidates could have expanded on key developments in legislation that informed social policy, but generally this was well considered, especially as it had relevance to their current experience of societal issues. Candidates who used an evaluative approach for this task gained marks whereas if the responses were simply descriptive, then candidates did not achieve marks.

Task 2 - Many candidates answered this in sufficient detail and described different and relevant approaches to the topic and their impact on care leavers using care services. Candidates achieved more marks if they considered different theoretical approaches and were mindful of the impact of legislation on services for care leavers.

Professional Discussion

Many candidates made good attempts to address all the topics and some discussions were exceptional. Most discussions were recorded, and many candidates had prepared well. Overall, most centres effectively managed the process making it easy to moderate. There were a couple of exceptions to this when the recordings sent were not in an easily accessible format; this was remedied, however, centres are reminded to ensure the format of the audio recordings does not require specialist software.

Many candidates gained marks by explaining their knowledge and understanding in relation to working practices. For example, the importance of effective teamwork; multi-disciplinary working and reflections supporting an individual with physical or mental health problems during their placements. This clearly benefited some candidates as they were able to gain more marks here which positively impacted their overall mark for the synoptic. The discussion also really enabled the stronger candidates to show they had grasped concepts and principles underpinning a rights-based culture and informing legislation and practice. Responses relating to the importance of reflection when providing support were generally well considered and most candidates could gain marks from this topic.

AO1 – Recall of knowledge

Many candidates had made links to legislation, regulation and various roles and responsibilities and the causal application of these to research into health and care. Candidates gained marks when they had drawn on knowledge from across the qualification and when the evidence they used clearly linked to the topic.

Candidates missed marks when they did not show linkage between their knowledge and the tasks in sufficient detail or provided irrelevant detail.

Most candidates were well prepared for the professional discussion and the discussion showed that they had strong recall of the way support was provided to individuals to support a rights-based approach. Candidates gained marks when they used terminology correctly and could refer to the impact of a wide range of factors on the health and care landscape.

AO2 – Understanding of concepts, theories, and processes

Candidates gained marks when they showed causal links in their explanations within the tasks, this was especially relevant in the research task. Stronger candidates showed confident use of concepts and theories and data effectively to justify their explanations.

Candidates did not achieve marks when their responses did not show depth of understanding of the relevant concepts, perspectives, and theories relevant to the tasks. Candidates were unable to gain marks when they had clearly misunderstood the remit of the tasks, provided irrelevant detail, or lost focus and deviated from the task.

Many candidates showed confident responses in the professional discussion and could explain links to the support they provided to individuals in their care practice and the application of

reflection. Candidates gained marks when they understood the concept of multidisciplinary working and the application of rights-based legislation to situations observed or practiced within their placement. Most candidates used a standard referencing framework to record their selection of source material.

AO3 – Application of practical/technical skills Candidates generally presented their evidence in a clear format, and many were effective in their written tasks showing confident application of written skills. Candidates gained marks when they had proofread their work and planned well. In the professional discussion many of the candidates were confident in the way they presented their discussion, whereas weaker candidates needed prompting.

Most candidates were able to independently lead the discussion and some candidates performed exceptionally well especially when they referred to providing support to an individual within their work experience.

For weaker candidates the professional discussions were the strongest element of the whole synoptic and it enabled them to show their understanding by self-explanation. It remains a key way to gain marks.

Markers had provided feedback on poor spelling and grammatical errors in the work and noted where candidates had used a broad range of references.

AO4 – Bringing it all together

Candidates who achieved higher marks gave well-rounded responses in the professional discussion and written tasks which indicated integration of knowledge, theory, and practical application. These clearly showed linkage of knowledge and understanding to the task topics. Candidates were able to gain marks by showing justifications in their responses. Candidates gained marks when they were able to reflect on the approaches they had taken within their practice in the professional discussion. Candidates gained marks when they showed evaluative skills in their written tasks, especially when they were tackling complex issues such as the research topic and consideration of social policy. Some candidates limited their opportunity to achieve marks, by not making full use of the word count or by repeating the same point in different guises.

AO5 - Attending to detail/perfecting

Candidates were unable to gain marks when they drifted off the topic both in written tasks and in the professional discussion. Candidates gained marks when they met the specific requirements of the task in sufficient detail, expanding discussion points where appropriate. Candidates were unable to obtain further marks if they did not clearly indicate sources used.