

3625-520/020 – Level 2 Health, Care and Childcare – Theory Exam

March 2020

Examiner Report

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Introduction

This document has been prepared by the Chief Examiner, it is designed to be used as a feedback tool for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations for City & Guilds Technical qualifications.

This report provides general commentary on candidate performance and 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 the **March 2020** examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, incorrect examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;
3625-520/020 Level 2 Health, Care and Childcare – Theory Exam.

Theory Exam – March 2020

Grade Boundaries and distribution

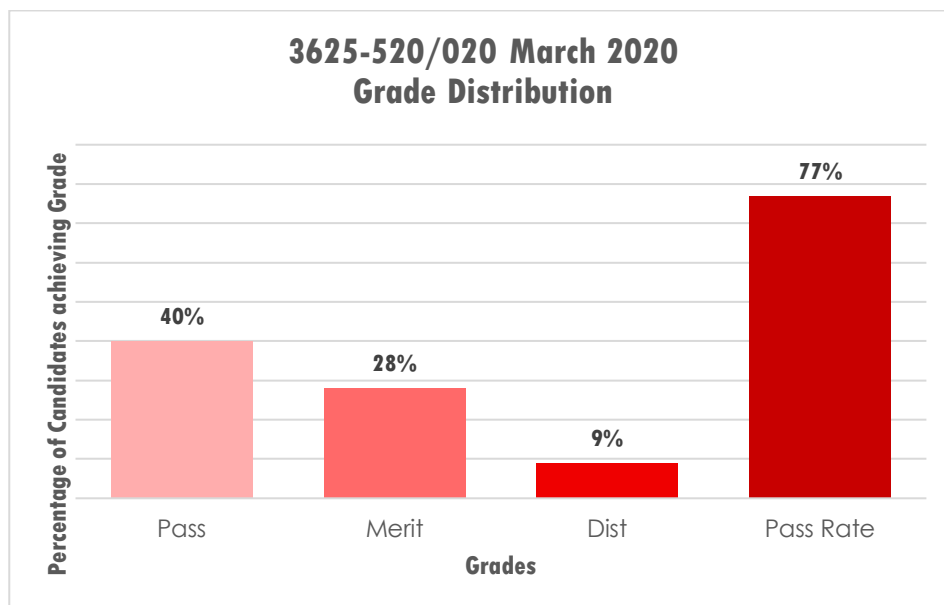
Assessment: **3625-520/020**

Series: **March 2020**

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	42

The graph below shows the approximate distribution of grades and pass rates for this assessment:



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 3625-520/020

Series 1 (March)

This question paper was well-structured in its content and level of difficulty and comparable to other years and series. Candidates' performance was also comparable. As in previous years and series, candidates did well to recall knowledge but struggled to explain some sector relevant terminology and application of theory.

Many candidates attempted to answer most or all of the questions. Candidates had an insight into different services and job roles and were familiar with some sector specific terminology, in particular person-centred values. However, higher marks could have been achieved by better understanding and application of this knowledge, and embedding of person-centred values across different AO2 understanding questions.

Low scoring candidates could not identify basic definitions, legislation and theories relevant to the sector and often did not attempt to answer all questions. Command verbs were followed to a better standard than in previous series; however, exam technique was still lacking for some candidates. Candidates who achieved higher marks, read and interpreted questions better. Their answers were more focussed and contained sufficient detail.

Candidates showed a good level of knowledge of person-centred values relevant to the sector and made reference to them across many of their answers. Candidates who achieved higher marks were able to show how person-centred values are embedded in practice.

Candidates demonstrated detailed knowledge on Fire Safety and its application in practice and many candidates were able to provide specific examples of how Health and Safety legislation impacts on a setting.

Across the cohort candidates showed a comprehensive level of understanding of infection control measures and how to prevent the spread of infection in care settings.

Many of the candidates in this cohort were unable to apply their knowledge of legislation, theories and service to outline their practical use or application. For example, many candidates were able to list pieces of Health and Safety legislation, however, they were unable to describe their impact on a setting.

Teaching should focus on the basic principles and sector specific terminology but should also show their relation to everyday practice in the sector and the impact on wider society. To achieve higher marks candidates need to have the ability to consider issues from a variety of viewpoints.

The extended response question required candidates to develop a plan to support an individual with multiple health and social issues to achieve his goal of living independently. Candidates needed to be familiar with different services and job roles that could support this process, multi-agency working, the principles of care planning and person-centred values.

The majority of candidates showed a basic understanding of the issues that needed to be addressed and had an insight into some of the relevant job roles. Compared to previous series, candidates showed more insight into roles within the sector and how those might work together to support an individual.

Candidates who achieved higher marks were able to embed person-centred values into their answers and were familiar with the care planning process. They were able to outline barriers to achieving the individual's goal and propose realistic solutions to overcoming those barriers. Their answers showed more depth when describing people's job roles and the impact they can have.

In general, candidates with better exam technique achieved higher marks. Questions need to be read and interpreted correctly, in particular when they have been split up into multiple sections. Command verbs should be followed to provide sufficient depth to answers or to keep answers succinct and focussed and allow candidates enough time to attempt all questions in the paper.

Teaching should embed holistic thinking and application across the different units to enable candidates to problem-solve effectively and consider issues from different viewpoints.

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