

NCFE

CACHE

Chief Examiner Report

**Qualification title: NCFE CACHE Technical Level
3 Diploma in Early Years Education and Care
(EYE)**

**NCFE CACHE Level 3 Certificate in Preparing to
Work in Early Years Education and Care**

**NCFE CACHE L3 Diploma in Early Years
Education and Care (EYE)**

QN: 601/8438/3, 601/3955/9 and 601/2147/6

Assessment code: EYE SAE

Paper number: P002647

Assessment date: 6 February 2025

Introduction

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.

The aim is to highlight where learners generally performed well as well as any areas where further development may be required.

Key points:

- grade boundary and achievement information
- administering the external assessment
- evidence creation
- standard of learner work
- responses of the tasks within the sections of the external assessment paper
- 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	A*	A	B	C	D
Raw mark grade boundaries	85	75	65	55	45

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

Grade	A*	A	B	C	D	Not Yet Achieved	Learners	1
% of learners	0	0	0	0	0	100%	Pass Rate	0.00%

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#) document. Learners may require additional pre-release material in order to complete the tasks within the paper. These must be provided to learners in line with our regulations.

Learners must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions for Delivery](#) (QSID) document.

Evidence creation

Learners should use the space provided to answer questions. Where answers are typed or additional pages included, the learner's name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

Standard of learner work

- The learners attempted all questions.
- Learners who did not use all the space provided did not develop their responses fully.
- Links to practice supported the development of responses.
- Learners need to focus on responding to all components of the question.
- Higher marks could be achieved through links to theory, legislation, frameworks or initiatives.

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

Question 1

- Some knowledge was evident of ways that practitioners can keep children healthy in an early years setting.
- Higher marks could have been achieved by using examples to show a broader understanding of how to keep children healthy.
- To achieve higher marks learners were required to demonstrate development of knowledge.

Question 2

- Some relevant knowledge of how practitioners can support children's emotional wellbeing in an early years setting was demonstrated.
- The question required the learners to apply the question to early years and must be age appropriate.
- To achieve higher marks for this question learners were required to develop their answers to include links to practice, legislation or theory.

Question 3

- Understanding of ways the practitioner can keep children safe during outdoor play was evident.
- To achieve higher marks for this question learners had to demonstrate a broad knowledge with some depth of understanding.

Question 4

- Some relevant knowledge of why it is important to have and to follow a Whistleblowing Policy in an early years setting was shown.
- Learners must focus on key words in the question. This question required the learners to focus on 'why'.
- To achieve higher marks further development of the question was required to include links to legislation, theory or frameworks.

Question 5

- Some knowledge relevant to the question was demonstrated to show the importance of promoting inclusive practice in an early years setting.
- To achieve additional marks for this question learners were required to develop the response further to demonstrate a coherent discussion to include links to legislation, theory or frameworks.

Question 6

- Some understanding was shown of ways that practitioners in an early years setting could involve parents/carers in their children's learning through simple statements.
- To gain more marks for this question learners were required to develop their response to show knowledge and understanding of the subject and include links to legislation, theory or frameworks.

Regulations for the conduct of external assessment

Malpractice

There were Zero instances of malpractice in this assessment. 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

There were zero instances of maladministration reported in this assessment. 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: Shirley Jackson-Hulme

Date: 28/03/2025