

Technical Level 3 Diploma in Childcare and Education (Early Years Educator) 601/8437/1

Assessment: DCE2

Submission date: 28th February 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 achievements
- Administering the external assessment
- Standard of learner work
- Assessment structure
- Use of word allocation
- Criteria requirements and command verbs
- Referencing of external assessment tasks
- Assessment criteria
- 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 achievements

Grade	NYA	D	C	B	A	A*	Learners	2073
% of learners	3.57	23.25	57.12	15.29	0.72	0.05	Pass rate	96.43

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 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](#) document (QSID).

Standard of learner work

- Most learners used appropriate technical language and demonstrated their knowledge and understand of emergent maths. This was especially evident in the lower grades where current practice was often used as examples.
- Excellent responses were seen where learners kept focussed on the assessment title and developed their responses accordingly.
- Some learners were not adequately prepared for the assessment and therefore struggled to apply their knowledge and understanding to the requirements of the assessment. In addition, some work was submitted in draft format which severely restricted the awarding of any marks.
- Many learners only attempted the lower grades and/or did not allocate sufficient words to meet the escalating requirements of the criteria and command verbs. This impacted upon the achievement of the higher grades.

Assessment structure

- Centres should remind learners to read 'The External Assessment Task' document, so that they remain focussed on the associated grading criteria, and the related explanation when responding.
- Learners should not combine criteria as the external assessment task is not marked holistically. Responses should be completed in a logical order and each criterion clearly identified.

Use of word allocation

- Centres should encourage learners to make full use of the available word count as many learners only attempted the lower grades.
- Those learners who did utilise the full word count often used excessive words in the lower grades and were therefore unable to attempt the higher grades. In some case learners demonstrated that they had the ability to attempt the higher grades with their use of analysis and evaluation in the lower grades.
- Some learners went over the word count and therefore work was not marked after this point.

Criteria requirements and command verbs

- Centres should remind learners of the importance of applying the command verb to their responses to fulfil the requirements of the criterion.
- Some learners did not relate to their placement experience of emergent maths; this would have developed and added depth to many of the responses.

- Some learners lost focussed on the title of the assessment or made brief reference to emergent maths.

Referencing of external assessment tasks

- Some learners had very weak referencing skills; it was clear that in some cases learners did not understand how to reference in an essay format.
- Centres should remind learners of the importance of using appropriate sources when referencing.
- Some learners did not use appropriate referencing techniques which resulted in references not being identifiable and/or traceable. In some case this led to referred criteria.
- Some learners relied heavily on references and did not therefore demonstrate their own knowledge and understanding.
- Some learners added references as a stand-alone criterion rather than embedding them within the text to support their discussion.

D Criteria

D1

- Most learners could apply their knowledge and understanding when describing how they could meet the educational needs or care needs in relation to emergent maths.

D2

- Most learners could ably explain the importance of supporting children. Learners were often sensitive to the difficulties some children have when learning maths, and therefore demonstrated the importance of appropriate support.

D3

- Learners often gave some interesting examples when describing the characteristics of an enabling environment which supports children's development in relation to emerging maths. It was clear that most learners made use of their placement experience when responding to this criterion.

C Criteria

C1

- Most learners were able to give two requirements of the current framework and could discuss how this informs practice. Some learners did however only give one requirement which resulted in a refer,
- Some learners discussed good practice rather than framework requirements.

C2

- Most learners understood how to plan for individual needs; links to the title were often weak.

C3

- Most learners could discuss how reflection supports the practitioner to maintain effective practice, however links to the title were often limited.

B Criteria

B1

- Learners were required to compare the main features of two theorists or philosophical approaches that relate to the title. Many learners concentrated on explaining the principles of each theorist and added a very brief comparison at the end rather than developing a suitable comparison with both similarities and differences; this indicated a lack of understanding in relation to the command verb.
- Some learners explained their chosen theorists in great detail but did not include a comparison.
- Some learners did not have a clear focus on the assessment title and either omitted any reference to emergent maths or gave a brief mention of the topic.

B2

- Many learners used a descriptive narrative when responding to this criterion, rather than analysing the characteristics of an enabling environment which supports inclusion and equality.
- Some learners included generic information relating to inclusivity and equality and omitted to link these to emergent maths.

A Criteria

Generally, many learners who attempted the A criteria did not take notice of the command verb and therefore did not evaluate their responses.

A1

- Learners were required to evaluate strategies that may be implemented to support the holistic development of children in relation to the title. Learners who attempted this often did not understand the command verb or what a strategy is. There was also often a lack of focus on the assessment title.

A2

- Learners were required to evaluate how professional experience may impact on own practice. Where this was attempted, learners often did not evaluate and/or did not link to the impact on own practice. In addition, there was often a lack of focus on the assessment title.

A* Criteria

A*1

- Learners who attempted this criterion often submitted underdeveloped work and had not critically analysed their chosen theoretical viewpoint or philosophy. Links to the title were often minimal and the promotion of developmental well-being of children was not developed.
- Reasoned judgements were often underdeveloped or omitted from the response.

A*2

- Some Learners did not show evidence of wider reading by using different sources to support the critical discussion when referencing.

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 instances of maladministration were 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: Kathy Hurt

Date: 2nd May 2023