

NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/8438/3)

Assessment: DEYEC1

Assessment window: 14 January 2022 to 8 February 2022

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 boundary information
- 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 boundary information

Assessment theme

Grade	NYA	D	C	B	A	A*	Learners	19
% of learners	0.00	0.00	47.37	52.63	0.00	0.00	Pass rate	100.00

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our regulations for the conduct of external assessment. 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.

Standard of learner work for DEYEC1

- all learners achieved this assessment in this window
- a small number of assessments were submitted – all learners achieved C or B grades
- the standard of work was good for the grades achieved with effective use of links to practice supporting responses
- in some cases, A grades were attempted, however, further development was required
- in some cases, links were not consistently made to the title throughout the assessment

Assessment structure

- a legacy assessment with no changes to the grading criteria or criteria explanation
- the title for this assessment was 'play activities support children during transition'
- guidance for learners remains the same as for previous assessments

Use of word allocation

- most learners made full use of the word allocation although did not always attempt higher grades
- learners should plan the use of words to meet the escalating requirements of the criterion
- learners who attempt B and A grades need to ensure that they use sufficient words to meet the requirements of the criteria

Criteria requirements and command verbs

- learners need to ensure that they meet the requirements of the command verbs with reference to the higher grades
- learners must ensure that they refer to the verb explanations to ensure understanding of the command verbs

Referencing of external assessment tasks

- referencing requirements for this for this assessment window were clearly followed to meet the requirements of the criteria

D criteria

- D1 – most learners gave comprehensive responses showing good knowledge and understanding of the how practitioners can support children effectively – strong links were made to the play activities and transitions – more than one way was explained
- D2 – good knowledge and understanding of the characteristics of an enabling environment through play activities during transition – examples from practice supported the answers
- D3 – clear and appropriate referencing to support the responses was evident

C criteria

- C1 – learners clearly discussed the importance of observing children and considered how observing play could support transitions
- C2 – all learners had knowledge of two or more ways to involve parents in play activities during transitions
- C3 – clear and accurate and traceable referencing

B criteria

- B1 – most learners who attempted this criterion showed a good understanding of the early years framework and strong links were made to play and transitions
- B2 – most learners who attempted this criterion demonstrated their understanding of differentiation using examples of children with additional needs and consideration of ways in which to include them – many students analysed reasons for differentiation

A criteria

- A1 – a few learners attempted this criterion – learners were required to both evaluate the influence of the theory and apply this to transitions:
 - a few learners achieved this, however not all responded to all component of the criterion
- A2 – most learners did not include all the required components of this criterion – in some cases, links were not made to the title

A* criteria

- A*1 – to achieve this criterion learners are required to analyse aspects of own practice and professional development requirements, rather than analyse practice in general terms

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: Shirley Jackson-Hulme

Date: 5 April 2022