

NCFE

CACHE

Chief Examiner Report

**NCFE CACHE Level 3 Diploma in Childcare and
Education (Early Years Educator)
QN: 601/4000/8**

**Assessment code: EYE/EA Theme 1 and Theme
2**

Paper number: P002680, P002681

Submission window: 16 May 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 window.

The aim is to highlight where learners generally performed 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 (AC)
- 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

EYE / EA

Theme 1

Grade	NYA	D	C	B	A	A*	Learners	25
% of learners	12.00	16.00	44.00	24.00	4.00	0.00	Pass rate	88.00

EYE / EA

Theme 2

Grade	NYA	D	C	B	A	A*	Learners	30
% of learners	0.00	63.33	30.00	6.67	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](#) 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.

Standard of learner work

Overall learners produced well-presented work across both themes, which showed sound knowledge and met the requirements of the criteria.

Assessment structure

There are no changes to the assessment criteria (AC) for this assessment, guidance for learners remains the same as previous assessments.

Use of word allocation

Within both themes many students attempted only to the D, C or B grade criteria and did not utilise the full word count requirements.

Some students attempted up to the A criteria and used the full word allocation.

Criteria requirements and command verbs

Learners are required to closely examine the key words of each criterion in order to ensure that the evidence submitted meet the assessment requirements.

Referencing of external assessment tasks

On the whole referencing throughout both themes was completed appropriately to show where learners had sourced their quotations.

Assessment criteria (AC)

EYE / EA – theme 1

D criteria

D criteria were generally well answered. Learners should be reminded to ensure that they focus on the requirements of the criteria and ensure that they are relating their answers within D2 to how role play can support emergent literacy and not the 'role of play' and within D3 to both supporting children through transitions and reflection.

C criteria

C criteria were generally well answered, with many learners now discussing partnership working with both professionals and parents. Many learners were able to correctly discuss an international approach that recognises child centred learning, some learners were unable to discuss these approaches sufficiently, in their own words.

B criteria

Some learners had attempted up to the B grade and extended their responses to include analysis and some interesting examples of evaluation could be seen.

Learners should be reminded that evaluation requires strengths and limitations to be examined.

A criteria

A high percentage of learners did not attempt the higher grades, many of those that did were unable to meet the requirements of the higher-level command words. The A criteria requires learners to be able to evaluate and examine from more than one perspective.

A* criteria

Limited responses given to the A* criteria. Responses that were given lacked depth and did not meet the requirements of critical evaluation.

EYE / EA – theme 2

D criteria

Learners submitting theme two assessments in the main attempted and met the D criteria. Answers were generally detailed and met the requirements of discuss, explain and demonstrate.

C criteria

Learners should be reminded that the requirements of C3 are to summarise an early years approach, and that this must be international.

B criteria

Within the B criteria responses many learners attempted to analyse and evaluate. Responses were sometimes not evaluative within criteria B2. This criteria requires learners to evaluate how each activity may enable or limit children's early maths development. Learners may find it useful to use examples from their placement to show their understanding.

For the B3 criteria learners did not always produce a discussion which showed an understanding of the similarities and differences of two approaches, one being the current framework.

A criteria

A high percentage of learners did not attempt the higher grades, many of those that did were unable to meet the requirements of the higher-level command words. The A criteria requires learners to be able to evaluate and examine from more than one perspective.

A* criteria

Limited responses given to the A* criteria. Responses that were given lacked depth and did not meet the requirements of critical evaluation

Regulations for the conduct of external assessment

Malpractice

There were two 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 or improper use of AI) will affect the outcome on the assessment.

Maladministration

There were zero instances of maladministration 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: Claire Pringle

Date: 18 July 2025