

NCFE CACHE Level 3 Diploma in Childcare and Education (601/4000/8)

Assessment: EYE EA

Submission date: 19/01/24

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 (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

The early years Educator develops children's school readiness through understanding of the current early years framework.

Grade	NYA	D	C	B	A	A*	Learners	272
% of learners	5.51	41.18	40.81	10.66	1.84	0.00	Pass rate	94.49%

EYE EA theme 2

The early years Educator supports children's learning, development, and school readiness.

Grade	NYA	D	C	B	A	A*	Learners	21
% of learners	33.33	19.05	42.86	4.76	0.00	0.00	Pass rate	66.67%

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](#) document (QSID).

Standard of learner work

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

Many learners used the full word allocation to develop their answers in line with escalating grade requirements.

Some candidates used very little of the word allocation and only attempted up to D grade.

Criteria requirements and command verbs

Learners must refer carefully to the verb explanations for this assessment to ensure understanding of the expectations for the command verbs. This is particularly relevant in relation to higher level criteria.

When providing evidence for higher level criteria, learners should provide evidence of analysis and evaluation, for example, consideration of points from more than one perspective and making judgements based on the information given.

Referencing of external assessment tasks

Many learners were able to make good use of referencing, clearly identifying their quotations and sources.

Some learners did not clearly identify their referenced work, and this impacted on the grade that they achieved.

EYE EA Theme 1

D criteria

D criteria was 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 D3 to both supporting children through transitions and reflection.

C criteria

Learners that achieved the C criteria were able to summarise and discuss requirements of the current framework in relation to literacy, maths and partnership working, whilst some learners did not discuss partnership in working with other professionals and so, failed to achieve C2.

Learners were mostly able to correctly discuss an international approach that recognised child centred learning. Some learners overused references and quotes within this criteria. Centres should remind learners that quotations should be used to support their own words and answer and not in place of it.

B criteria

Some learners had attempted up to the B grade and extended their responses to include analysis and evaluation. Learners should be reminded that evaluation requires strengths and limitations. Learners should also be reminded that B3 requires them to compare and contrast aspects of two international approaches and to ensure that these are not two 'stand-alone' discussions.

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 EA2 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

Some learners submitted and achieved the C grade within EA2 and were able to generally show sound examples of discussion, explanation and summarising. Learners were mostly able to correctly discuss an international approach that supports children's learning. Some learners overused references and quotes within this criteria. Centres should remind learners that quotations should be used to support their own words and answer, and not in place of it.

B criteria

Some learners had attempted up to the B criteria and were able to extend their answers to meet the requirements of the escalating criteria requirements.

Some learners were unable to meet the requirements of analysis and evaluation. To provide this evidence, learners should consider points from more than one perspective and make judgements based on the information given

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 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

There were no instances of maladministration 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: Claire Pringle

Date: 22/03/2024