

Technical L3 Certificate in Childcare and Education (601/8436/X) Technical L3 Diploma in Childcare and Education (EYE) (601/8437/1)

Assessment: CCE1

Submission date: 16/01/2023 - 01/02/2023

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	1654
% of learners	8.16	37.18	36.76	14.99	2.84	0.06	Pass rate	91.84

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 applied themselves to the assessment task in the lower grades and demonstrated accurate knowledge and understanding of the importance of play experiences for children's development.
- Where learners used examples from their placement experience, this often demonstrated a clear understanding of play, which enhanced their responses.
- Many learners did not attempt the higher grades or included underdeveloped or draft work.
- Where learners achieved the higher grades, they kept focussed on the assessment title and developed their responses according to the command verbs.
- Some learners did not understand the referencing requirements and were therefore unable to achieve the higher grades.

Assessment structure

- Centres should ensure that learners read the 'External Assessment Task' carefully and take care to ensure they understand that the title must be applied when responding to all criterions.
- Learners should ensure that they identify each criterion correctly as scripts are marked in escalating order from D to A*.
- Some learners submitted little content for the lower grades; this resulted in the criterion not being achieved due the requirements of the criterion not being fulfilled.
- In some case learners did not apply the assessment title as they responded to the higher grades.

Use of word allocation

- Centres should encourage learners to make full use of the word count so that they can access the higher grades.
- Many learners used excessive words when responding to the lower grades which resulted in them being unable to develop their responses sufficiently in the higher grades.

Criteria requirements and command verbs

- Some learners did not take notice of the explanation next to each of the grading criterion. Had this been noted, this would have helped them to have a better understanding of the requirements of the criterion.
- In several cases learners did not provide the correct number of examples where more than one was required.
- In contrast some learners gave far more examples than required, which often resulted in their responses being underdeveloped and the criterion not being awarded.
- Centre should remind learners of the expectations of the command verbs.

Referencing of external assessment tasks

- Learner should not include D3, C3, B3, A3 and A*2 as a separate criterion. References should be clearly identifiable and within the text of the associated criterion.
- In addition, centres should remind learners that sources should be appropriate and clearly shown.
- Many learners were unable to reference clearly; centres should remind learners of the appropriate referencing techniques.
- References should be used to support learner's own understanding and not be used in place of a valid discussion.

Assessment Criteria

D Criteria

D1/D2

- Some learners did not use an adequate amount of the available word count to respond appropriately to the D criteria.
- Where learners did achieve these criteria, this was due to keeping focussed on the requirements of the criterion and linking their responses to play.

C Criteria

C1

- Some learners did not link their responses to play and/or only described one policy or procedure. In addition, some learners had difficulty in applying their chosen policy or procedures to the assessment title.

C2

- Most learners accurately responded to this criterion, where it was referred it was mainly because they had not linked their response to play.
- Some learners discussed generally the benefits of routines or activities, rather than 'how' they can support children in relation to play

B Criteria

B1

- Learners were required to discuss one piece of legislation or theory which related to the title of the assessment. Some learners included more than one piece of legislation or theory and therefore did not develop their response sufficiently to be awarded this criterion.
- Learners were also required to discuss how the theory or legislation informed practice; often this was omitted from the response which resulted in a refer.

B2

- Learners were required to explain how inclusive practice could be implemented in relation to the title. Some learners gave generic information relating to inclusive practice, rather than focussing on the title of the assessment.

- Learners did however understand inclusion and were aware how this is applied in practice; some learners though, did not make the connection with the title in a meaningful way.

A Criteria

A1

- Learners were required to analyse two or more characteristics of an enabling environment that support children in relation to the assessment title. Some learners gave a description rather than analysing within their response.
- Some learners gave responses which focussed on the environment as a whole and lost focussed on the characteristics of an enabling environment.

A2

- Learners were required to analyse partnership working with families and other professionals, in relation to the assessment title. Some work was generally underdeveloped and links to play were minimal.
- Learners often gave detailed accounts of working with families but then either omitted to include other professionals or gave this aspect of the criterion little attention.
- A descriptive narrative was often given rather than one which included analysis.

A* Criteria

A*1

- Some learners attempted to evaluate more than one framework or piece of legislation, which often resulted in a loss of focus on the command verb.
- Some learners did not include strengths and limitations of their chosen framework or legislation.

Regulations for the Conduct of External Assessment

Malpractice

There were 2 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: 31/03/2023