

NCFE CACHE Technical Level 3 Certificate in Childcare and Education 601/8436/X

Assessment: CCE1

Submission date: 22/05/2024

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
- use of word allocation
- 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

Grade	NYA	D	C	B	A	A*	Learners	660
% of learners	18.97%	22.31%	35.36%	15.78%	7.13%	0.46%	Pass rate	81.04%

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

Overall, most learners remained focussed on the assessment title which was 'Practitioners support children's speech, language, and communication'. Some learners were able to link their responses to placement experience; where this was the case it generally helped learners to develop their responses.

Learners who achieved the higher grades remained focussed on the assessment title and the requirements of the criterion. Often these responses were supported with clear links to practice.

Some learners did not remain focussed on the title of the assessment which impacted upon the awarding of the related criterion. Learners should accurately identify each criterion to which they are responding and present their information in direct relation to the identified criterion; scripts are marked in escalating criterion order from D-A*.

Many learners only attempted up to the C grade; centres should encourage learners to attempt all criterion. Learners who attempted and achieve the B and A grades remained clearly focussed on the requirements of the criterion and assessment title.

Use of word allocation

Most learners used a good proportion of the word count. Some learners did not utilise the full word count; there were many cases where learners only used up to 2000 words; this impacted upon the grade awarded.

Referencing of external assessment tasks

Overall references were clearly identified and sourced in most cases. There were however still some instances where references were not clearly identified and/or no sources were shown. Centres should remind learners of the appropriate referencing techniques, as some learners did not use identifiable referenced quotations within the text; it was therefore not possible to distinguish between the learner's own work, and that which was included as a reference. This

resulted in some learners being referred, on either the reference criterion and/or the subject matter criterion.

Some learners included the referencing criterion of D3, C3, B3, A3 and A*2 as a separate criterion, which resulted in these criteria not being awarded. All references must be within the text to support the learner's response.

Assessment Criteria

D criteria

- Most learners stayed focussed on the criterion and the assessment title.

C criteria

- C1 Some learners did not clearly state two policies or procedures and/or did not describe how they related to the title. There were also occasions where only one policy or procedure linked clearly to the title.
- C2 The majority of learners used some clear examples of activities making clear links to the assessment title.

B criteria

- B1 Learners were required to discuss one piece of legislation or theory or a philosophical approach that informs practice which related to the title. Some learners who discussed more than one piece of legislation or theory or a philosophical approach did not develop their responses.
- B2 Learners were required to explain two or more ways to ensure that inclusive practice is implemented in relation to the title. Some learners lost focussed on the assessment title and gave generic responses to either both ways or only one of the ways they were required to explain.

A criteria

- A1 Learners who attempted this criterion often lost focus on the command verb and did not analyse characteristics of an enabling environment and/or did not remain focussed on the assessment title.
- A2 Learners were required to analyse partnership working with families and other professionals. Learners often emitted or included limited reference to working with other professionals.
- A3 Some learners were referred where references were not from different sources and/or were not clearly identifiable within the text.

A* criteria

- A*1 Learners were required to evaluate the impact of the framework or legislation relating to the title. Some learners did not develop their responses and omitted strengths and/or limitations and impact of this, in relation to the title.
- A*2 Learners need to ensure that they demonstrate wider background reading from different sources when including references in this criterion which should all support the critical discussion. It should also be noted that this should not be attempted as a separate criterion. References should be within the text of A*1.

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) will affect the outcome of the assessment.

Maladministration

One instance of maladministration was 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: K A Hurt

Date: 10/07/2024