

Level 3 Extended Diploma for Children’s Care Learning and Development (Northern Ireland) (603/7477/9)

Assessment: CCLDNI/EDEA

Submission date: 6 October 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 achievements
- Administering the external assessment
- Standard of learner work for CCLDNI/EDEA3
- 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

CCLDNI/EDEA3

Grade	NYA	D	C	B	A	A*	Learners	8
% of learners	0.00	25.00	50.00	12.50	12.50	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](#) document (QSID).

Standard of learner work for CCLDNI/EDEA3

- Learners have achieved higher grades and remained focused on specific criterion requirements, where all content has been identified in direct relation to the criterion being attempted.
- Holistic discussion can limit learners in remaining focused on criteria requirements.
- Clear identification of a limited number of key issues in the 'D' grade has enabled learners to develop relevant discussion for higher grades, specifically A1.

Use of word allocation

- Centres are advised to encourage learners to utilise the full word count to enable development of discussion in line with criterion requirements.
- Where learners use excessive word count in response to 'D' grade criteria, attempts and potential achievement of escalating grades can be limited.

Criteria requirements and command verbs

- There were some instances of learners losing focus on the command verbs for the higher grades. Centres should guide learners to the verb explanations for this assessment; particularly for 'evaluate' and 'critically evaluate' in the higher grades.
- Centres are advised to discourage learners from discussing a wide range of theoretical approaches for B1, to ensure depth of required discussion is presented.
- Centres should support learners to remain focused on the chosen theme throughout the assessment.

Referencing of external assessment tasks

- Referencing criteria were achieved where learners had used references appropriately to support their own ideas and opinions and show evidence of reading and research.
- References must be used to support responses for each grade and not substitute the learner's own words.
- Over-reliance on source material can impact on the demonstration of own knowledge and understanding and hence on higher grade achievement.

Assessment Criteria

D criteria

- Clear identification of a limited number of relevant key issues in the 'D' grade has enabled learners to develop relevant discussion and avoid using too much of the available word count for the lower grades.

C criteria

- Effective use of practice examples has supported learners' discussion of sector relevant values and underpinning principles. Learners demonstrated good awareness of the significance of an enabling environment in supporting children in relation to the theme.

B criteria

- B1 was achieved where learners referred to a limited number of theories to develop the discussion through required depth and detail.
- B2 was achieved where learners avoided generic discussion and ensured the focus remained on the chosen theme and the content was developed through analysis.
- B3 was achieved where learners developed the content through analysis and made reference to **own** future practice within early years.

A/A* criteria

- Centres are encouraged to guide learners to the verb explanations for this assessment; particularly for 'evaluate' and 'critically evaluate' in the higher grades.
- A2 requires learners to develop the discussion through reflection on practice and carefully consider the professional skills required for effective practice linked to the chosen theme.

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: Emma Ward

Date: 6 November 2022