



# Chief Examiner Report

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

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

**Paper number: P002668 and P002669**

**Submission date: 17 January 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

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	157
% of learners	10.19%	36.94%	32.48%	18.47%	1.91%	0.00%	Pass rate	89.81%

### EYE/EA – Theme 2

The Early Years Educator supports children's learning, development and school readiness.

Grade	NYA	D	C	B	A	A*	Learners	9
% of learners	0.00%	66.67%	33.33%	0.00%	0.00%	0.00%	Pass rate	100%

## 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

### 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 are required to examine closely the key words of each criteria in order to ensure that the evidence submitted meet the assessment requirements

### Referencing of external assessment tasks

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

## Assessment criteria (AC)

### EYE/EA Theme 1

#### D Criteria

The 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 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

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, some learners did not discuss partnership working with other professionals and therefore failed to achieve C2

Learners were mostly also able to correctly discuss an international approach that recognised child centred learning, some learners over used 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.

### **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. Learners should be reminded that D1 must focus on emergent literacy, some learners had confused this with communication and language skills.

### **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 also able to correctly discuss an international approach that supports children's learning.

Learners did not attempt beyond the C criteria.

## Regulations for the conduct of external assessment

### Malpractice

There were zero 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 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: 28 March 2025**