



Chief Examiner Report

**NCFE CACHE Level 3 Extended Diploma for
Children's Care Learning and Development
(Northern Ireland)**

(603/7477/9)

P002660, P002661, P002662, P002663, P002664

Submission date: 3 October 2024

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

CCLDNI/EDEA – Theme 1

Children's development

Grade	NYA	D	C	B	A	A*	Learners	4
% of learners	0.00%	50.00%	25.00%	25.00%	0.00%	0.00%	Pass rate	100%

CCLDNI/EDEA – Theme 2

Children's play and learning

Grade	NYA	D	C	B	A	A*	Learners	11
% of learners	0.00%	27.00%	55.00%	18.00%	0.00%	0.00%	Pass rate	100%

CCLDNI/EDEA – Theme 3

Safeguarding the health, safety and wellbeing of children.

Grade	NYA	D	C	B	A	A*	Learners	6
% of learners	0.00%	0.00%	33.33%	66.67%	0.00%	0.00%	Pass rate	100%

CCLDNI/EDEA – Theme 4

Working in partnership (families; multi-agency; more than one team).

Grade	NYA	D	C	B	A	A*	Learners	1
% of learners	0.00%	100.00%	0.00%	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

Generally, across the external assessment assignments, there was good engagement from learners, with some detailed contributions submitted, and understanding of the assessment has developed.

A clear understanding of the task requirements could be seen across all four themes and the tasks included within the brief had been complied with. Learners had attempted mainly the lower grades D to C with positive outcomes and the higher grades submitted were mainly limited in depth and breadth of the responses.

In respect of the higher grades some learners omitted relevant detail which left the response lacking in specifics and showed a limited depth of knowledge and application to practice. Where this occurred, learners were limited in the marks they could achieve. Providers must guide learners to the verb explanations for this assessment to ensure understanding of the expectations for the command verbs and encourage learners for example, for command verbs such as 'analyse', learners must avoid simple description and instead present evidence of more detailed evaluation, making evidence-based connections.

In respect of B2 across all themes, some learners missed the requirements to add specific ways to provide for equality and diversity which subsequently was not analysed.

Assessment structure

Centres should remind learners to clearly identify which assessment criteria (AC) they are providing a response to.

Learners should be encouraged not to combine criteria especially for the higher grades which require additional depth to achieve compliance with the command verbs and the assessment should flow in a logical order.

Referencing should be relevant to discussion points identified by the learner within the text and appropriate for the assessment criteria (AC).

Use of word allocation

A majority of learners made good use of the word count available. Centres should continue to encourage learners to utilise full word allocation to ensure criteria is covered in detail and in good depth. However, if attempting the higher grades then consideration should be given to the amount of word count remaining after completing the lower grades.

Criteria requirements and command verbs

Centres should remind learners to continue to refer to the assessment theme throughout, ensuring responses link clearly to the chosen theme. Specifically, within the higher grades where focus on the theme can be lost.

All learners should be encouraged to attempt the higher grades but ensure first that the content for the lower grades is secure.

Referencing of external assessment tasks

Most learners had used references appropriately to support their own ideas and opinions. References were included appropriately to show learners had carried out further reading and research.

On occasion, some learners relied too much on other sources of information and used them in place of own knowledge and understanding, without appropriately referencing, this limited achievement of a grade.

Additionally, some citations were not identified clearly and therefore differentiation between the citation and learners' own knowledge was difficult. Referencing should be made clear throughout as per the guidance.

Learners should ensure sources of information are relevant to the country they are working in. Some instances of international websites being quoted.

Assessment criteria (AC)

CCLDNI/EDEA – Theme 1

D criteria

Generally, identification of key issues in the D grade was clear and the evidence provided shows how the issues identified link to the chosen theme.

Some learners did place a strong focus on the stages of development rather than how development can be a key issue.

C criteria

Some learners provided detailed responses linking an enabling environment to the theme and with a clear understanding of how this is achieved.

However, some learners described the reasons why an enabling environment is important and missed the opportunity to link to the theme and how this is created.

At times some learners quoted principles and values without linking to the theme.

B criteria

When B1 was attempted, the learners were able to identify an appropriate theory / philosophical approach linked to the theme but at times the discussion was not presented but purely given as a description. When discussion occurred the focus on the theme was lost and discussion of the theory / philosophical approach argued.

B2 often lacked analysis of the ways linked to the theme. Additionally, centres are reminded that learners should not submit generic content for B2. Responses should be in relation to the chosen theme.

In respect of B3 some learners were able to analyse using reflection and linking to practice their own learning in respect of the theme and often suggest improvements for future practice. Learners did not achieve this grade when the analysis did not include reference to future practice with analytical content.

A criteria

Where the discussion was effectively developed in the D grade to look at aspects of the theme / key issues from more than one perspective, A1 was achieved.

When A2 was attempted, the skills were identified but limited in respect of reflection to the theme.

A* criteria

No learners attempted this grade in respect of this theme.

CCLDNI/EDEA – Theme 2

D criteria

Clear links to the theme presented here and the key issues identified specifically in respect of play.

C criteria

In respect of this theme many learners were able to describe an enabling environment in relation to the theme and these responses were well developed including references to own practice.

On occasion some learners did slip into a description of an enabling environment with inference to the theme rather than specifics given.

At times some learners quoted principles and values without linking to the theme

B criteria

For this theme the philosophical approach / theory was clear and well discussed in respect to play mainly. This could be developed further to ensure that learning is included linked to the play and associated with the theory / philosophical approach.

B2 responses were often generic and not linked to the title. The ways to promote this were not made clear or analysed.

In respect of B3 some learners were able to analyse using reflection and linking to practice their own learning in respect of the theme and often suggest improvements for future practice.

Learners did not achieve this grade when the analysis does not include reference to future practice with analytical content.

A criteria

Where the discussion was effectively developed in the D grade to look at aspects of the theme / key issues from more than one perspective, A1 was achieved.

When A2 was attempted, the skills were identified but limited in respect of reflection of the theme.

Responses for this grade were often limited with the word count having been used which meant that the assessment criteria (AC) were not achieved.

A* criteria

No learners attempted this grade in respect of this theme.

CCLDNI/EDEA – Theme 3

D criteria

Many learners identified the key issues and linked directly to the theme applying reflection within the response.

References were often in respect of legislation but not necessarily relevant to the key issues identified.

D3 requires that the references are relevant as well as traceable.

C criteria

Description of enabling environments were given but links to the theme at times were limited. Learners must ensure that the reasons why an enabling environment is important in respect of the theme are clear.

In C2 many learners focussed on wellbeing in respect of values, and it is important to remind the learners that the full aspect of the theme is covered such as safety and safeguarding.

B criteria

Some learners described a recognised theory / philosophical approach in relation to the theme rather than developing a discussion. Often this was supported by diagrams which were not referred to or discussed and therefore limited the adherence to the command verb.

Centres are reminded that learners should not submit generic content for B2. Responses should be in relation to the chosen theme and focus on ways.

A criteria

Some learners were able to link back to the key issues identified in the D grade but were not able to evaluate these providing a balanced discussion from different perspectives. Additionally, all sections of the theme were not always considered.

Responses for A2 were very generic and more generalised as a description of 'good practice' as opposed to a focus on skills to support safeguarding, health and safety, and wellbeing.

A* criteria

Learners who had attempted this grade did not complete both AC.

Often word count was limited and therefore critical evaluation was limited, and discussion points were underdeveloped.

CCLDNI/EDEA – Theme 4

D criteria

Key issues have been identified and evidence provided demonstrates how the issues identified linked to the chosen theme.

References were included to support work and were relevant and traceable.

C criteria

Enabling environments were described but no links to theme given. It is important that the response describes the importance of the enabling environments in relation to the theme.

Principles and values were made clear in relation to the theme and supported with reflections from practice. Examples add depth and breadth to the response.

B criteria

Discussion of theory in relation to theme is basic but points are relevant and supported by examples from practice which extends the breadth of the response.

A generic response for B2 that is not analysed and does not support the theme. Clear ways to support the theme must be fully analysed.

B3 is underdeveloped with limited reference to the theme and future learning.

A criteria

Evaluation of the key issues from D1 is balanced and relates to the theme within the discussion. Limited responses for A2 with poor reflection applied.

A* criteria

No submissions for this grade.

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 of 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: Julie Green

Date: 25 November 2024