

NCFE CACHE Level 3 Applied General Certificate for Early Years, Childcare and Education 603/2988/9

Assessment: AGCEYCE

Submission window: 22 April 2024 to 9 May 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 boundary information
- 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 boundary information.

Below you will find the percentage of learners that achieved each grade.

Grade	NYA	P	M	D	Learners	41
% of learners	29.72	36.59	24.39	9.76	Pass rate	70.74

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](#) (QSID) document.

Standard of learner work for AGCEYCE

Assessment structure

The assessment structure was clear to read, the explanation provided additional guidance to the learner.

Use of word allocation

In some cases, learners applied equal weighting or words to each grade profile (Pass/Merit/Distinction), thus limiting the amount of detail expressed in higher grade criteria. Learners are reminded to use the full word allocation to develop the discussion in line with the criteria requirements and the title. References do not contribute towards the final word count.

Centres are reminded to allocate the full time of 8 hours to meet the regulations for the assessment. The permitted time should not be decreased. Learners must be given the opportunity to complete the full amount of time for the external assessment.

Criteria requirements and command verbs

Centres could provide learners with revision of the verb explanations for this assessment to ensure understanding of the expectations for the command verbs. For example, 'describe' requires learners to extend and develop their writing and responses. Criteria explanations must be read carefully to ensure requirements are understood and met fully, particularly where more than one way/reason is required. It was positive to observe some learners carefully constructing their response and maintaining focus on the title, for example by writing 'One reason this is important is that..., the second reason is....' and so on. Where learners used this approach, their responses were clear and concise.

Referencing of external assessment tasks

Overall, learners have a reasonable grasp of referencing requirements, using appropriate quotations to support their knowledge. There were some instances where references and use of quotes were submitted as their own criteria or were not used to support the learners' knowledge and understanding. The assessment information given to learners clearly states that references must support responses given in each grade and should not be submitted as a separate criteria.

Centres could support learners with effective referencing skills. Quotes must be identifiable and traceable; some learners did not achieve a distinction due to a lack of quotes and referencing skills. For example, where quotations are used, the examiner must be able to clearly trace where the information was sourced.

Assessment criteria (AC)

P1 criteria

Most learners made an excellent attempt at P1, in most cases, clearly explaining two reasons of the importance of meeting children's needs in relation to the title – 'Practitioners support children's safety in early years settings'. There were some examples where learners were referring to the title of the paper from the previous window, and thus responding to criteria relating to inclusion, and not safety. Learners must always relate their response to the title stated in their current paper.

P2 criteria

Two more policies or procedures which underpin practice must be described in relation to the title. Learners are required to describe relevant policies **or** procedures. Some learners confused policies and procedures with Legislation or Statutory guidance, for example referring to COSHH (Control of substances hazardous to health) when keeping children safe. There were further examples where the policies and procedures were not related to childcare practice, for example using children's social work legislation, which is not relevant.

A policy should state the overriding principle of practice, setting out a clear aim, while a procedure should set out the actual steps to be taken and followed.

P3 criteria

Learners demonstrated an effective understanding of the various aspects that contribute towards an enabling environment, using clear and relevant examples to demonstrate their understanding. Learners were able to describe the characteristics of an enabling environment, although some of the examples lacked a link to the title.

M1 criteria

Some learners showed an understanding of theoretical approaches, however, in some cases did not discuss approaches in relation to the title. Many learners discussed philosophical approaches yet in some cases were still able to discuss the impact of these on learning and development in relation to the title. Learners should understand the difference between a theoretical and philosophical approach and respond to the criteria appropriately.

M2 criteria

Some learners did not approach the components of the criteria, focusing on child-centred practice rather than looking at child-centred planning as a method of meeting a child's individual needs. Some learners made no relevant links to the title which restricted achievement. Learners who did achieve, demonstrated a clear understanding of child-centred planning and how it can be implemented by the practitioner to support holistic development.

D1 criteria

Two different strategies used to support children must be evaluated to demonstrate both the strengths and limitations of each strategy. Learners must avoid description, unrelated comments, or bullet points. The strategies must be in relation to the title. The strategies must also be from **more than one** perspective for example the child, the practitioner(s), the parent, or a group of children. Where learners achieved, they covered all elements of the criteria, including different perspectives, strengths, and limitations of the strategies, and clearly linked these back to the title. The strategies must be relevant, and appropriate to those used in a setting, and not in a child's home by the parents, linking the response back to the title – 'Practitioners support children's safety in early years settings'.

It might be helpful for learners to understand the broad term 'strategy', which can be a plan or a method to support children, for example, being a role model, following policies or procedures, or planning an activity.

D2 criteria

There were instances where only one quote was given to support the response. The guidance clearly states that to achieve this criteria, wider background reading must be demonstrated through different sources used appropriately.

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

There were no instances of maladministration 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 McCormick

Date: 15 July 2024