

NCFE CACHE Level 3 Diploma in Childcare and Education (601/4000/8)

Assessment: EYE EA

Submission date: 18 May 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 boundary information
- administering the external assessment
- standard of learner work for EYE EA1
- standard of learner work for EYE EA2
- assessment structure
- 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 boundary information

Assessment theme (EYE EA 1)

Grade	NYA	D	C	B	A	A*	Learners	93
% of learners	9.68	53.76	33.33	3.23	0.00	0.00	Pass rate	83.32

Assessment theme (EYE EA 2)

Grade	NYA	D	C	B	A	A*	Learners	89
% of learners	7.87	56.18	31.46	4.49	0.00	0.00	Pass rate	81.13

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 EYE EA 1

Learner work was structured appropriately, and assessment criteria was identified clearly on most learner's work. Many of the learners had only attempted up to the D and C grades.

Standard of learner work for EYE EA 2

Most of the EA2 submissions were resubmissions, and most learners had attempted up to the D and C grades. All learner's work was structured appropriately.

Assessment structure

- There are no changes to the assessment criteria for this assessment, guidance for learners remained the same as previous assessments.
- All criteria must be responded to separately to ensure learners focus fully on the requirements of the assessment.

Use of word allocation

Centres should encourage learners to utilise the full word allocation to develop the discussion in line with escalating criteria requirements.

Criteria requirements and command verbs

- All criteria must be responded to separately to ensure learners focus fully on the requirements of the assessment
- Learners are required to examine closely the key words of each criterion to ensure that the evidence submitted meet the assessment requirements
- Learners must refer carefully to the verb explanations for this assessment to ensure understanding of the expectations for the command verbs - this is particularly relevant in relation to the higher level criteria
- When providing evidence for the higher level criteria, learners should provide evidence of analysis and evaluation, for example, consideration of points from more than one perspective and making judgements based on the information given

Referencing of external assessment tasks

- Referencing styles vary from centre to centre and learner to learner, but most learners made adequate or good use of referencing
- Centres should continue to support learners to use references selectively to support own discussion; over-reliance on source material may impact on the demonstration of own knowledge and understanding of the subjects being assessed

Assessment criteria

D criteria

Learners are reminded to focus on the requirements of the question, e.g. EA1 D2 require learners to focus on literacy through role play, and not the role of play. D3 requires learners to focus on reflection during transitions and both aspects must be discussed appropriately to meet the requirements of the criteria

C criteria

Learners are reminded that C2 within EA1 requires them to summarise current framework requirements for working with parents and other professionals

B criteria

Learners are reminded that when asked to evaluate they must look at strengths and limitations to meet the requirements at B grade. Learners are also reminded that compare and contrast requires them to discuss both similarities and differences

A criteria

None attempted

A* criteria

None attempted

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: Claire Pringle

Date: 20 July 2022