

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

Assessment: EYE EA

Submission date: 18/05/2023

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
- 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 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	60
% of learners	8.33	31.67	46.67	8.33	5.00	0.00	Pass rate	91.67

EYE EA Theme 2

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

Grade	NYA	D	C	B	A	A*	Learners	33
% of learners	0.00	57.58	36.36	6.06	0.00	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

Assessment structure

- There are no changes to the assessment criteria or structure for this assessment, guidance for learners remains the same as previous assessments.

Use of word allocation

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

Criteria requirements and command verbs

- Learners are required to examine closely the key words of each criterion in order 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 higher level criteria
- When providing evidence for 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 varied from centre to centre and learner to learner, but most learners made adequate or good use of referencing.

EYE EA Theme 1

D Criteria

D2 sometimes learners were confused with role play and wrote about activities rather than focussing on role play, limiting awarding of the grade

D3 some learners wrote about reflective practice and transition in isolation rather than connecting, which limited awarding of the grade

C Criteria

C2 omitting working with professionals was the main reason that limited achievement of C2

B Criteria

B1 where learners provided a general approach to scaffolding and omitted maths from their discussion, this limited achievement

B2 some learners missed achievement of this criteria because of not adding limitations or negatives/downsides

B3 if there wasn't a direct comparison of the same aspect this limited achievement of this criteria.

A Criteria

A1 often the analysis was not developed, and the benefits of an enabling environment were discussed but the link to supporting children through transitions were not evident

A2 mainly only positives given and not limitations which limited achievement

A* Criteria

Few attempts at A* if attempted no evidence of critical evaluation.

EYE EA Theme 2

D and C Criteria

Many learners only attempted D/C grades and often used the full word count on this criterion. Most responses were straightforward. Referencing was often paraphrased rather than direct.

B Criteria

B1 sometimes descriptive rather than analytical and both areas not always covered

B2 only positives and the upside of activities covered. Sometimes negatives / limitations were based around irrelevant issues and not did not relate consistently to maths/literacy

B3 where learners described the framework and approaches independently this wasn't awarded. Some learners didn't make direct comparisons of the themes or topics of the current framework and the approach, and this limited achievement.

A Criteria

None attempted

A* Criteria

None attempted

Regulations for the Conduct of External Assessment

Malpractice

There were **0** 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

0 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: 20/07/2023