

# NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/8438/3)

## Assessment: DEYEC2

### Assessment window: 10 June 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
- 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

Grade	NYA	D	C	B	A	A*	Learners	11
% of learners	0.00	27.27	54.55	18.18	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. 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.

## Assessment structure

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

All criteria must be responded to separately to ensure learners focus fully on the requirements of the assessment.

Learners are required to clearly identify where each of the criteria have been met.

## 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

- When attempting criteria, learners should be reminded to read the title in its entirety and to consider their response before writing. In some pieces of work seen, information sometimes lacked a clear focus.
- Centres could provide learners with the verb explanations for this assessment to ensure understanding of the expectations for the command verbs. Where discussion has not been developed in line with the key command verbs, higher-grade criteria have not been met.
- For command verbs such as 'analyse' or 'evaluate', learners must avoid description, unrelated comments, or bullet points.
- To evaluate, learners must develop the discussion from more than one perspective to demonstrate understanding of **strengths and limitations** of the subject being assessed.

## Referencing of external assessment tasks

- Learners should continue to include **identifiable** and **traceable** quotations to support their work.
- Two (2) quotations are required to support responses for each grade, made identifiable by the use of quotation marks, bold or italic text and referenced at the point at which they are used.
- Learners should proofread work before submission to ensure all source material has been appropriately referenced and paraphrasing/citation has been avoided as this may impact on assessment of learners' own knowledge and understanding of subjects being assessed.

## Assessment criteria

### D criteria

D criteria was generally well answered, and learners were able to make links to the title and physical development.

### C criteria

C grades were not always linked to enabling environments that support *physical* development specifically.

C2 was not always discussing strategies to improve own practice, information given was often to do with the setting in general and not the learners own practice.

### **B criteria**

Some learners had attempted up to the B grade, B1 was not always linked to the title, and often missing links to informing practice, B2 was not always linked to the title.

### **A criteria**

Some learners had attempted up to the A grade, A1 was often descriptive and not evaluative. A2 was not always linked to the title.

### **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:** 30 July 2022