



Chief Examiner Report

**NCFE CACHE Level 3 Certificate in Childcare
and Education**

QN: 601/3999/7

**NCFE CACHE Level 3 Diploma in Childcare and
Education**

QN: 601/4000/8

Assessment code: EYE/EPS

Paper number: P002682

Submission date: 4 April 2025

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

EYE/EPS Theme 1

The Early Years Educator promotes and supports children's play, learning, development and wellbeing

Grade	NYA	D	C	B	A	A*	Learners	89
% of learners	0%	25.84%	15.73%	51.69%	6.74%	0%	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

- Where learners used examples from their placement experience, this supported their understanding of the criteria enhancing their responses
- Many learners did not attempt the higher grades
- Most learners had an accurate knowledge and understanding of the criteria

Assessment structure

- The structure of this assessment has remained the same as the previous assessment window.
- The guidance for tutors and learners remains the same as previous assessments.
- The criteria requirements remain the same as previous assessments.
- All criteria must be responded to independently.

Use of word allocation

- Learners need to make full use of the word count so that they can access the higher grades.
- Many learners used a high percentage of the word allocation when responding to the lower grades which resulted in them being unable to develop their responses sufficiently in the higher grades.
- Learners must plan their word allocation to enable them to meet the requirements of the command words for the higher grades.

Criteria requirements and command verbs

- Some learners need to refer more closely to the command words especially in A and B grades.
- Learners must ensure that they respond to all aspects of the criteria requirements and be aware that in some cases more than one response is required.
- Many learners gave examples from placement which supported the development of knowledge.

Referencing of external assessment tasks

- Appropriate referencing used by most of the learners

- In some cases, learners included D3, C3, for example as a separate criteria. Referencing must be clearly identifiable within the main body of the work
- All sources must be shown using recommended referencing methods

Assessment criteria (AC)

Theme 1

D Criteria

- Some learners provided very lengthy answers to D1 and D2 which limited opportunity to attempt the higher grades.
- Most learners who attempted the D criteria achieved. In a few cases D3 was not achieved due to lack of appropriate referencing.
- Learners demonstrated a good knowledge and understanding of play and an enabling environment.

C Criteria

- Most learners who attempted the C grade criteria achieved and a good understanding of the importance of promoting independence was evident. In some cases, this was not clearly linked to routines for C1
- For C2 learners showed a good understanding of how health promotion supported children's wellbeing.

B Criteria

- Most learners who attempted these criteria achieved them and were able to discuss more than one approach to planning that support children's play, learning and development.
- Many learners used examples from placement experience which supported the development of the discussion.
- Most learners who attempted B2 reflected on the need for compliance with safeguarding policy to keep children safe.

A Criteria

- Some learners need to ensure they respond to all components of the question, for example A1 requires them to discuss observations but also the link to assessment.
- In many cases the requirements of the command word were not met. A2 requires learners to analyse the effectiveness of the observation methods through a detailed examination.

A* Criteria

- Few learners attempted the A*. It was not achieved due to lack of development to enable learners to meet the command word requirement. Evaluation requires a convincing argument from more than one perspective.
- Wider background reading must be different sources.

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 on 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: Shirley Jackson – Hulme

Date: 10 June 2025

