



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

External Assessment Task

DEYEC2

Start date: Wednesday 26 January 2022

Submission date: Friday 25 February 2022

Time allowed: 20 hours

Paper number: Past Paper

This external assessment task relates to Theme 3 – Play, development and learning for school readiness.

Information for learners

Read this information carefully before you start the assessment.

To get the qualification you must achieve a pass grade (D–A*) in the external assessment task.

Your work on the external assessment task should **not** exceed 5000 words. Work that is more than 10% above this limit (5500 words) will **not** be marked. It is recommended that you make effective use of the full word limit to meet the requirements of the criteria.

You **must** work independently and all of the work in the external assessment task **must** be your own.

Any work that you have submitted for internal assessment **cannot** be submitted as part of your work for the external assessment task.

You can take any notes, materials and research produced prior to the external assessment into the **first** supervised session. You can also access these in the remainder of the sessions.

After the **first** session, you are **not** permitted to bring in additional notes, materials, and research.

At the end of each supervised session, your supervisor will collect all external assessment materials, including notes, materials and research before you leave the room. You **must not** take any external assessment material out of the room.

This material will be securely stored between supervised sessions and you **will not** have access to the material outside of these sessions.

You **must** hand in the external assessment task as a whole piece of work and not in separate sections.

You **must** organise your responses to the criteria logically and identify the criterion that you are responding to – e.g. D1, D2, C1, C2 etc – at the beginning of the section.

You **must** respond to each criterion individually. Do **not** combine criteria, as the external assessment task is not marked holistically. **If you combine criteria, you may be awarded a Not Yet Achieved (NYA) grade for the external assessment task.**

Read the criteria carefully, thinking about your personal experiences in settings and what you have been taught. A short explanation is given for each criterion to show what is required.

You should think about the key words within each criterion to make sure that your information covers all essential points.

References **must** support responses given in each grade and should **not** be submitted as a separate criterion.

All criteria for a grade must be completed for the grade to be awarded.

You should **not** include appendices. These will **not** be marked.

You **must** use references in this assessment to support your understanding or to justify your comments.

- You **must** clearly show where sources have been used to support your own ideas and opinions, to avoid plagiarism.
- You **must** clearly reference all sources used to support your own ideas and opinions, to make sure they are traceable.
- You **must** show quotations from websites in full, giving the date of access.
- Quotations **must not** be used to provide information in place of your own words.
- Quotations **must** be used within the text to support your own discussion and are **not** included in the word count.

If you plagiarise, you may be awarded a Not Yet Achieved (NYA) grade for the external assessment task. For more guidance, refer to the Plagiarism Guidance document located at www.qualhub.co.uk and the JCQ Suspected Malpractice: Policies and Procedures located at www.jcq.org.uk

Instructions for submitting your external assessment task

Before you hand in this external assessment task you should proofread it and make sure that:

- all information is focused on the requirements of each criterion and the title of the assessment
- information has not been repeated
- all quotations are identifiable and traceable.

You **must** produce your external assessment task in an electronic format, using black font, Arial size 11–14.

Clearly label each page of your external assessment task with your centre number, your name, and your learner number. You must also number each page in the format 'Page X of Y', where X is the page number and Y is the total number of pages.

Please make sure that you have completed and signed the External Assessment Cover Sheet (EACS) and include it at the front of your external assessment task.

The external assessment task **must** be submitted to the supervisor in a single plastic sleeve, unstapled.

External assessment task title

The practitioner differentiates provision to ensure accessibility for all children.

Grading criteria

	Grading criteria	Explanation
D1	Describe factors which affect children's development or well-being in relation to the title.	Two factors must be described in relation to children's development or well-being and the title.
D2	Explain why the factors described in D1 are relevant to children's development or well-being.	The relevance of the factors to children's development or well-being must be explained in relation to the title.
D3	Explain the role of the practitioner in supporting children's development or well-being in relation to the title.	The practitioner's role to support children's development or well-being must be explained in relation to the title.
D4	Include two traceable quotations that support your response to D grade criteria.	Two identifiable and referenced quotations must support the description and/or explanation.
	Learner check	D1 D2 D3 D4 complete <input type="checkbox"/>
C1	Explain requirements of the current framework that relate to the title.	Two or more requirements of the current framework that inform practice must be explained in relation to the title.
C2	Discuss strategies to improve own practice in relation to the title.	Two or more strategies that may improve own practice must be discussed in relation to the title.
C3	Explain the importance of partnership working to support children's development or well-being in relation to the title.	The explanation must focus on partnership working to support the development or well-being of children in relation to the title.
C4	Include two traceable quotations that support your response to C grade criteria.	Two identifiable and referenced quotations must support the explanation and/or discussion.
	Learner check	C1 C2 C3 C4 complete <input type="checkbox"/>

	Grading criteria	Explanation
B1	Discuss a theoretical perspective or philosophical approach that informs practice in relation to the title.	The contribution of the theoretical perspective or philosophical approach to inform practice must be discussed in relation to the title.
B2	Discuss ways that practitioners can ensure equality and inclusion for all children in relation to the title.	Two or more ways that equality and inclusion can be ensured must be discussed in relation to the title.
B3	Include two traceable quotations that support your response to B grade criteria.	Two identifiable and referenced quotations must support the discussion.
	Learner check	B1 B2 B3 complete <input type="checkbox"/>
A1	Evaluate activities implemented to support the development of children in relation to the title.	Two relevant activities must be evaluated to demonstrate the benefits to children's development in relation to the title.
A2	Compare and contrast the current framework requirements with the main features of one theoretical or philosophical approach that relates to the title.	One theoretical or philosophical approach must be compared and contrasted with the current framework requirements in relation to the title.
A3	Include a minimum of two traceable quotations from different sources that support your response to A grade criteria.	Two identifiable and referenced quotations from different sources must support the evaluation and/or comparison.
	Learner check	A1 A2 A3 complete <input type="checkbox"/>
A*1	Critically evaluate partnership working for improved outcomes for children and families in relation to the title.	A convincing argument must be presented from more than one perspective which considers partnership working to improve outcomes for both children and families in relation to the title.
A*2	Demonstrate wider background reading through the use of traceable quotations selected to support the critical discussion.	Wider background reading must be demonstrated through different sources used appropriately to support the critical discussion.
	Learner check	A*1 A*2 complete <input type="checkbox"/>

This is the end of the external assessment task.

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