

NCFE CACHE Level 3 Applied General Award for Early Years, Childcare and Education (603/2987/7)

Assessment code: AGAEYCE

Assessment date: 7 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
- Standard of learner work
- Evidence creation
- Interpretation of the tasks and associated 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

Each learner's external assessment paper is marked by an examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, if the grade boundary for the Pass grade is 25, a minimum raw mark of 25 is required to achieve a Pass.

Grade	Distinction	Merit	Pass
Raw mark grade boundaries	60	47	35

Below you will find the percentage of learners that achieved each grade.

Grade	Distinction	Merit	Pass	NYA	Learners	72
% of learners	36.11	33.33	15.28	15.28	Pass Rate	84.72

Administering the external assessment

The assessment structure was clear to read.

Standard of learner work

There have been some good examples of student responses, demonstrating that students are prepared for the assessment. Some students attempted to answer all questions and were able to access the higher grades. Preparing Students for the rigour of the longer questions would improve their overall marks within the examination. Some of the responses in this paper lacked breadth and depth of knowledge and understanding, particularly when required to discuss. Providers could provide students with revision of the verb explanations for this assessment to ensure understanding of the expectations for the command verbs.

Terms such as 'naughty' and 'punishment' are not appropriate in relation to current Early Years practice and therefore are not regarded as appropriate responses.

Evidence creation

Students work was well presented. Students that had used additional papers had clearly identified their name, candidates' number, question number on these, to allow marks to be attributed.

Interpretation of the tasks and associated assessment criteria

Question 1

Most Students gained both marks for this question. It is important to remember the examination relates to childcare therefore responses such as a Youth club are not relevant.

Question 2

The explanation must be linked to the effect on the emotional development of the child, not on the child's general development. Some Students struggled to make clear links between the factor they identified and then the impact on the child's emotional development.

Question 3

A multiple-choice Question which some students gave incorrect responses to, regarding the milestones of a 4-year-old.

Question 4

Most Students correctly explained Holistic development and Child-centred practice.

Question 5

Some Students gave brief responses, the response needs to be a clear example of how to maintain child-centred practice from the two instances in the question – during play activities and mealtimes.

Question 6

Many Students accurately discussed why it is important for a child to develop resilience however some described the role of the key person in terms of how to support resilience, and not why it is important, therefore not answering the Question.

Question 7

Most students gained all 3 marks for this question, identifying 3 relevant hygiene practices. The responses must be 3 different examples in order to achieve all 3 marks.

Question 8

Students struggled with this question, most demonstrated a limited understanding of theory due to not being able to make relevant links to how Bandura's theory informs practice, rather they attempted to describe the actual theory, thus not answering the Question.

Question 9

Activities should be specific, with two clear examples given. For example, identifying the activity and then describing *how* it could be used to promote physical development for each age group. Some of the activities were not age appropriate.

Question 10

Some students correctly named and described the stages of Piaget's theory on cognitive development, but some students confused the stages, or they correctly identified the stage but then couldn't describe it.

Question 11

Some students gave the example of 'other practitioners' but these are not external professionals in the context of the case study.

Question 12

Students were able to give some correct information and gain some marks within this question but some lacked depth in the discussion and there was some repetition in the response. Some students linked the response to how professionals would work directly with the child, rather than discussing the benefits of partnership working.

Question 13

Relevant responses to the question were given, most students gained all 3 marks.

Question 14

Relevant examples of communication with other professionals were given, most students give appropriate responses and gained all 3 marks.

Question 15

Some Students gave brief responses, the response needs to be a clear example of how to support both the self-confidence and sense of belonging of the child. Some responses lacked the description.

Question 16

Most Students gave clear and relevant examples, achieving all 4 marks.

Question 17

Most Students answered this Question correctly, giving clear reasons, and explanation, to why a newly employed practitioner should work within the boundaries of their own role.

Question 18

Some Students named Legislation rather than Policies, this is a common theme.

Question 19

Students were generally able to identify the stages of Tuckman's Group Development but often incorrectly described them. Some Students confused this Question with Question 10, the stages of Piaget's Cognitive Development Theory.

Question 20

Most Students answered this question correctly, giving clear methods of CPD. Some students struggled to explain how the method identified can help to improve practice.

Question 21

Students struggled to achieve the higher marks for this question, mainly due to a limited understanding of the importance of the practitioner understanding the sequences of child development. Responses lacked knowledge and understanding, and therefore limited the depth of response required.

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 maladministration was 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: Emma McCormick

Date: 25 July 2022