

# NCFE CACHE Level 2 Technical Award in Child Development and Care (603/3293/1)

**Assessment code:** TACDC

**Paper number:** P001481

**Submission date:** 27/01/2022

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
- responses of the tasks within the sections of the external assessment paper
- 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 raw mark for a D grade is 25, a minimum raw mark of 25 is required to achieve this.

Grade	A*	A	B	C	D
<b>Raw mark grade boundaries</b>	59	51	43	35	28

To ensure that levels of achievement remain comparable for the same assessment across different assessment windows, all raw marks are converted to a points score based on a uniform mark scale (UMS). For more information about UMS and how it is used to determine overall qualification grades, please refer to the qualification specification.

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

Grade	A*	A	B	C	D	NYA	Learners	3358
% of learners	27.88	24.39	22.06	13.10	6.32	6.25	Pass rate	93.75

### 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 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 Document (QSID).

### Standard of learner work

There have been some excellent examples of learner responses, demonstrating that learners are working at the correct level and are well prepared for the assessment. Learners, in the main, attempted to answer all questions, and most had managed their time well to ensure that extended response questions were fully developed. Learner's answers showed an understanding of appropriate practice and correct vocational terminology.

Centres are reminded that learners are required to have a sound knowledge of all learning outcomes across the qualification prior to commencing the examination

### Evidence creation

Centres are reminded that where learners have typed their answers, and used additional pages, that these should state the learner's name, centre number and name, and task number, and be securely attached to the workbook.

Some learner's work proved difficult to read, and centres could support such learners to type their answers and attach to the workbook.

### Responses of the tasks within the sections of the external assessment paper

#### Question 1 (a)

Learners who focused on preparation for being on time were able to access marks for this question. Learners whose answers were generalised and not focused on the preparation for being on time did not access marks.

#### Question 1 (b)

Learners were able to give many correct responses to this question and gain full marks. Some learners who referred to supervising children or staff ratios did not access full marks, as this would not be the role of the student.

#### Question 2

Learners were able to identify many relevant behaviours expected of the of the student. Some learners repeated 'time keeping' as a relevant behaviour, this is in the question and so lost some learners some marks.

#### Question 3

Many learners were able to correctly identify 'confidentiality' as the professional responsibility not being followed within this question.

**Question 4**

Many learners struggled with this question and tended to focus on areas of development, rather than areas of learning and development in the early years foundation stage.

**Question 5**

Many learners answered this question incorrectly and did not identify the correct answer of 'summative' assessment.

**Question 6**

Many learners were able to respond to the requirements of this extended response question and explain ways to support the social development of children aged 2-4 years. Some learners did not focus their answer on the age range 2-4 years and lost some marks. Some learners were able to develop their answers further and use analysis

**Question 7**

Some learners were able to correctly describe how playing with clay supports children's fine motor skills and use appropriate language to describe these skills. Some learners struggled with the requirements of this question. Some learners failed to relate their answers to fine motor skills, and so lost marks.

**Question 8**

Learners who focused their answers on the age range of the children within the scenario were able to access higher marks for this question. Some learner's responses were not age appropriate and so did not receive marks.

**Question 9**

Learners generally answered this question well. Learners who developed their answers and used analysis to consider why children's individual needs and interests should be recognised when planning were able to access higher marks in the question.

**Question 10**

Many learners were able to access some marks for this question, answers generally included talking to children, listening, and giving comfort.

**Question 11**

Some learners struggled to identify a safety hazard. Some learners confused a hazard with a risk. Many learners were able to correctly discuss how to reduce safety hazards.

**Question 12**

Many learners were able to give detailed extended response answers and showed a good understanding of how to promote children's healthy eating.

**Question 13**

Learners, in the main answered this question well and focused on food hygiene procedures. Some learners incorrectly discussed food allergies.

**Question 14**

Learners, in the main were able to give some correct and specific answers on how to support children's independence at snack time.

**Question 15**

Many learners were able to respond to the requirements of this extended response question and discuss how poor diet can affect a child's holistic development. Some learners did not focus their answer on all areas of development. Some learners were able to develop their answers further and use analysis, gaining higher marks.

**Question 16**

Learners gave varied responses to this question; many were able to identify factors that may affect a child's holistic development. Some learners related their answers to diet, losing them marks, as this is within the question.

**Question 17**

Many learners were able to respond to the requirements of this extended response question, and explain why observation of children's development is carried out. Some learners did not focus their answer on the age range 2-4 years. Many learners were able to develop their answers further and use analysis within their responses.

**Question 18**

Many learners were able to give suitable responses and identify ways to share information with parents. Some learners could extend their answers and add description to these ways, gaining higher marks.

**Question 19**

This question was generally answered well, with learners being able to identify and describe how the transition may affect a child's development.

**Question 20**

This question was generally answered well, with learners being able to describe how visits to the new childcare setting would support the child's transition.

**Question 21**

Learners were able to identify many correct and appropriate settings that a qualified early years worker may work at. Some learners incorrectly identified voluntary settings.

**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:** 26/03/2022