

NCFE CACHE Level 3 Diploma in Childcare and Education (Early Years Educator) (601/4000/8)

Assessment: EYE EA

Submission date: 20 January 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
- 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

Assessment theme (EYE EA 1)

Grade	NYA	D	C	B	A	A*	Learners	399
% of learners	6.77	27.07	48.12	13.78	4.26	0.00	Pass rate	93.23

Assessment theme (EYE EA 2)

Grade	NYA	D	C	B	A	A*	Learners	77
% of learners	9.33	40.00	33.33	16.00	1.33	0.00	Pass rate	90.66

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](#) document (QSID).

Standard of learner work for EYE EA 1

- learner work was in the main of a good standard – learners had responded well to the criteria and command verbs and included appropriate referencing where appropriate

Standard of learner work for EYE EA 2

- learner work was in the main of a good standard – learners had responded well to the criteria and command verbs and included appropriate referencing where appropriate

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

- all criteria must be responded to separately to ensure learners focus fully on the requirements of the assessment
- learners are required to examine closely the key words of each criterion in order to ensure that the evidence submitted meet the assessment requirements
- learners must refer carefully to the verb explanations for this assessment to ensure understanding of the expectations for the command verbs – this is particularly relevant in relation to higher level criteria
- when providing evidence for higher level criteria, learners should provide evidence of analysis and evaluation, for example, consideration of points from more than one perspective and making judgements based on the information given

Referencing of external assessment tasks

- referencing styles vary from centre to centre and learner to learner, but most learners made adequate or good use of referencing
- quotations must be clearly identified, and sources must be shown – examples of quotations are given in the information provided for tutors and learners
- centres should continue to support learners to use references selectively to support own discussion; over-reliance on source material may impact on the demonstration of own knowledge and understanding of the subjects being assessed

D criteria

Learners generally responded well to the D criteria. Centres should remind learners that D4 should support the D discussion and be identified through quotation marks, italic or emboldened text.

C criteria

Learners should be reminded that C1 requires them to clearly identify and name the current framework, and then give more than one requirement of this to support children's emergent literacy and maths (EA1), or to assess children's development (EA2).

Centres should remind learners that C4 should support the C discussion and be identified through quotation marks, italic or emboldened text.

B criteria

Learners should be reminded that B2 requires them to evaluate and that they need to ensure they consider strengths and limitations. B3 requires compare and contrast, and again learners should be reminded that this requires consideration of similarities and differences.

Centres should remind learners that B4 should support the B discussion and be identified through quotation marks, italic or emboldened text.

A criteria

When providing evidence for higher level criteria, learners should provide evidence of analysis and evaluation, for example, consideration of points from more than one perspective and making judgements based on the information given.

A* criteria

Within the A* criteria learners should provide evidence of critical evaluation and reasoned judgements and opinions. A wider background reading is also required from a range of sources which has been used to support the critical discussion.

Regulations for the conduct of external assessment

Malpractice

There were 4 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: 19/03/2022