

CACHE Level 2 Technical Award in Child Development and Care - 603/3293/1

Assessment Code: TACDC

Paper number: P001775

Assessment date: 27 January 2023

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
- Evidence creation
- Standard of learner work
- 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 and achievement 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	NYA	D	C	B	A	A*
Raw mark grade boundaries	0	28	36	44	52	60

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

Grade	NYA	D	C	B	A	A*	Learners	3391
% of learners	6.67	7.65	13.55	19.55	23.62	28.96	Pass Rate	93.33

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 Document \(QSID\)](#).

Evidence creation

Learners should use the space provided to answer questions. Where answers are typed or additional pages included, the learners name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

Standard of learner work

- Learners appeared to enjoy the content of the paper, looking at how to support the physical development of children through outdoor play activities.
- Learners responded well to the questions and consistently attempted most questions with some level of achievement.
- There were no questions that were unanswerable on the paper and where the learners struggled to respond to questions, marks were gained on a variety of responses across the paper, including links to the role of the early year's practitioner and a range of activities that would support the children's development.
- Learners that received the highest marks applied their responses to the area of development and extended their response to look at other aspects of childcare including linking two or more areas of development through one activity to the child's development, stating linked and relevant legislation, considering well-being and the role of the practitioner. The higher achieving learner showed the consistent application to practice and delayed responses across the extended response questions with analysis and explanation evident in their response. All other questions were answered with little error.
- Centres need to ensure all learners respond to the exam paper in Ink, not pencil, this requirement is clearly stated on the exam paper.
- When centres photocopy exam papers to meet learners' requirements, care must be taken to ensure the print quality is clear and all pages are accessible to the learner, as inconsistent photocopying can disadvantage the learner in being able to fully respond to questions.

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

Question 1

Learners responded well to this MCQ, correctly identifying the voluntary sector setting.

Question 2

Learners either knew what a Learning Style was and gave supportive descriptions or listed study skills and received 0 marks.

Question 3

Some learners repeated the question stating wearing a uniform gives a good impression when other reasons for wearing a uniform were required.

Question 4

Some learners repeated the comments from the question and or repeated the bullet points listed as Ayesha's role, rather than considering other ways of making a good impression i.e., arriving early or using initiative or working as part of a team.

Question 5

Extended response question asking for reasons why Ayesha should be supervised in placement, most achieve mid-range marks, noting unqualified, safeguarding, reporting back to college on her ability, safety of the children. The higher-level achieving learners also included a link to EYFS planning of activities, following policies and procedures, maintaining boundaries and behaviour management. Some learners gave a variety of points but only described them, high grades were accessed through explanation and analysis.

Question 6

Some learners repeated the same point, they just reworded it e.g., not sharing information with people, and not sharing with people outside the setting, this limited learners from gaining full marks. Two separate ways were required.

Question 7

Most learners gave two observation techniques, but again some learners repeated information from the question stating, either video or photographs as an observation technique, this limited marks.

Question 8

Most learners gave three study skills, but some gave learning styles (VARK) as they mixed up the responses with requirements for Q2.

Question 9

Some learners put 2 letters in one box gaining 0 marks for this response, many achieved one mark, and very few learners appeared to get full marks.

Question 10

Some learners repeated the information from the question. Generally, this question was answered well.

Question 11

Positive and negative factors became confused with some learners just reversing the point. The use of additional language skills was seen as a negative by many of the learners. How the factor affected language development was not always clear, especially if learners had given types of activities for language development rather than factors.

Question 12

Extended response question, Physical health and well-being became mixed into one response. Learners mixed physical health with physical development which limited the marks available to the learners, well-being was often an afterthought in the last few lines of their responses, and learners mainly attained mid-level marks. High grades were accessed through explanation and analysis.

Question 13

The ways to protect children from the weather was generally answered well, some learners looked at the safety of the children on the equipment rather than protecting the children by offering shade, sunscreen or warm clothes.

Question 14

Extended response question, on physical play promoting independence, learners kept repeating information and linked independence to physical development. Learners gave limited developed responses. They mentioned confidence, feeling good, running around and choices. Development of responses, analysis and explanation was limited Points were repeated and not extended, which limited the achievement of high-level responses.

Question 15

This picture question was very well answered. The learners liked the picture and highlighted areas of potential hazards. This was translated into the table format with the description linked. Some learners did not give an immediate way to reduce the hazard but gave a longer-term solution or identification i.e., complete a risk assessment or buy new equipment. It was an immediate response that was required.

Question 16 (a)

A well-answered question most learners knew 2 transitions 3-5-year-olds may experience.

Question 16 (b)

Most learners knew why the early years' practitioner would need to support a child through a transition.

Question 17

The water play activities for children aged 4 received mixed responses as the link to the age was not always appreciated. Links with Physical development were not detailed and most expressed either the activity helped their gross or fine motor skill development. This was a basic response. Learners could have looked at how the activity helped manipulation, strength, balance, and coordination.

Question 18

This question was not well answered. Learners did not describe a way Ayesha could support the cognitive development of children but stated an activity. The explanation was only really described. The learners need to read the question as learners missed the point of it being a cognitive development question and not just general development. Some of the activities were therefore inappropriate.

Question 19

An extended response question in which learners were not sure what 'Inclusive Practice' meant. The learners were able to talk about not feeling left out and having the same opportunities. Learners that gained the higher marks were able to detail awareness of cultural differences and a few managed to link to the Equality Act 2010. Most responses were repetitive.

Question 20

Learners were aware of keeping the child safe and away from nuts, the reason why Ayesha needed to pass on the information was a little more limited.

Question 21

Learners mixed care routines and nursery routines which limited some of the learners receiving full marks for this question.

Regulations for the conduct of external assessment**Malpractice**

There were four 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: Jayne Hodgson

Date: 24 March 2023