



Chief Examiner and Chief Moderator Report

**NCFE CACHE Level 1/2 Technical Award in Child
Development and Care in the Early Years
603/7012/9**

Series: Summer 2024

NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years (603/7012/9)

Paper numbers: P002440, P002483, P002439

This report contains information in relation to the examined assessment (EA) from the chief examiner and non-exam assessment (NEA) from the chief moderator, with an emphasis on the standard of learner work within this assessment series.

The aim is to highlight where learners generally performed well as well as any areas where further development may be required.

Key points:

- grade boundary information
- administering the EA and NEA
- evidence creation
- standard of learner work
- responses to the tasks
- Regulations for the Conduct of External Assessment and the NEA

The qualification is linear, meaning both assessments must be taken in the same assessment series and cannot be combined across different assessment series. Learners are allowed one attempt at each assessment, and there are no resit opportunities.

Grade boundary and achievement information (V Certs)

This qualification consists of two assessments: the examined assessment (EA) and the non-examined assessment (NEA).

After both assessments are completed and marked or moderated, the marks are combined to give a final mark for each learner. Where the raw marks do not reflect the required weighting of the assessment, a scaling factor is applied. For further information on grading information and scaling factors, please see the Qualification Specification.

Qualification scaled mark boundaries in this series are:

		<i>Notional boundaries*</i>	
	Overall	EA	NEA
Scaling factor		<i>1.15</i>	<i>1</i>
Max	184	<i>80</i>	<i>92</i>
Level 2 Distinction*	162	<i>69</i>	<i>81</i>
Level 2 Distinction	140	<i>60</i>	<i>71</i>
Level 2 Merit	118	<i>51</i>	<i>60</i>
Level 2 Pass	97	<i>42</i>	<i>49</i>
Level 1 Distinction	77	<i>34</i>	<i>38</i>
Level 1 Merit	58	<i>26</i>	<i>27</i>
Level 1 Pass	39	<i>19</i>	<i>17</i>

* The grade boundaries given for each assessment are known as 'notional grade boundaries', as they are for illustrative purposes only. Grade boundaries are the lowest mark with which a grade is achieved.

Administering the EA and NEA

The EA is invigilated and must be conducted in line with our [Regulations for the Conduct of External Assessment](#) document.

Learners must be given the resources to carry out the tasks and these are highlighted within the [Qualification Specific Instructions for Delivery \(QSID\)](#) document.

The NEA must be conducted in line with the regulations outlined in the [Tutor Guidance Document](#)

Evidence creation

EA

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.

Where assessments are completed online, centres must ensure they are familiar with the Surpass platform and have completed all testing and preparation before the assessment, to ensure learners are unaffected by technological issues.

NEA

This is the first NEA for this qualification. Most learners achieved to a good standard, attempting most questions. Task 6 proved to be the most challenging task due to the analysis and evaluation element. Some were creative in developing their evidence which was positive to see especially for task 1. There are six tasks in total for the NEA, which require a range of evidence generation including: written reports, factsheets, a procedure and activity plans.

Task 1-Factsheets were created in different ways in relation to strategies, to support transitions. Some learners used different coloured text, with effective images to enhance the text. Others completed a written document.

Task 2 – The task is to ‘Read the written narrative observation document’ and ‘write a report of your findings’. Aspects of Lily’s holistic development should include Lily’s progress against expected key milestones, how aspects of Lily’s holistic development might be interconnected and justifications for the support needed to further her development. Where learners included all aspects of Lilys development and showed knowledge of how the areas of development interconnected, higher marks were achieved.

Task 3 – The highest marks were available for this task, 24 in total. The written report from task 2 should have been used to complete the task. Some learners used this effectively, others did not create a detailed, highly effective plan for AO4 which was worth 12 marks. The plan should have included strategies to support Lilys development, independence, transition of a sibling with reference to legislation, policies and procedures. Some learners scored highly when all aspects of the task were covered fully including the completion of a risk assessment, hygiene

procedures and safeguarding. However, some learners did not include policies and procedures relating to the sector therefore the higher marks were not achieved.

Task 4 – The activity plans did not stipulate a particular layout; this was left to the learners' discretion. Some excellent examples were seen with all relevant evidence included. For example, timings, resources, key person responsibilities, relevant legislation. Other activity plans were not designed effectively which did result in some information being omitted and it proved difficult to navigate the above information for two different play activities.

Task 5 – The best examples of the procedure were clearly displayed with headings, Arrivals and Departures. It was clear to see the exact procedure at the start/end of the day within the setting. Some learners showed a high level of knowledge and understanding of legislation, policy and procedures by linking specifically to the early years sector. For example, Safeguarding, GDPR, DBS checks, health and safety at work and risk assessments.

Task 6 – This task made specific links to the task 3 care plan. This did challenge some learners, especially if they had not fully understood or gained the higher marks for task 3. The analysis and evaluation of this information was on occasion, weak due to being limited and showed minimal links to the original care plan. A small minority did not attempt this task. It is advised that the sample materials are referred to for further guidance: [Sample Materials](#).

Standard of learner work

EA

This is the first exam series for this qualification. Learners generally achieved a positive level, most attempted and completed all questions. Learners showed a positive understanding of the role of the Early Years Practitioner (EYP), which was reflected throughout the responses of the paper. Application of knowledge was good across the range of questions, with clear links to the scenarios in many responses.

Some learners felt the need to rewrite the question at the start of the answer, so they used up the lines of the response. This was not necessary. Using shorter starts to responses would allow more space for the response. Questions that are 'identify' or 'give' or 'name' can often be answered with a short one or two-word response. It does not have to be a full-sentence response.

Some learners failed to expand their responses to gather all the marks available. This was noticeable in two-mark questions where one strategy or reason was needed to be explained or described. Learners who gave the 'statement' but did not continue to give the 'because' part only achieved a single mark.

Using and understanding the terminology of the specification is vital to answer the questions. All questions come from the specification, and learners must apply their knowledge and understanding across various scenarios. As stated in the specification, knowledge of milestones and development areas are the points that will be expected to be demonstrated within the learner's responses.

Learners need to read the questions carefully. They should note the age of any children, if it is the child, the EYP, or others that are being asked for in the audience of the response, the

command verb, identify, describe, explain, or discuss, and the number of marks that are allocated to the question to support them when answering. A general understanding of the meanings of common words, for example, policy, procedure, task, role, term (as in label/words), reason, action, accessed, effects, strategy, and impact, will help learners respond to future questions.

NEA

Overall, learners did perform well, some tasks were stronger than others. Tasks 1,4 and 5 scored the highest marks overall. There were some good pieces of evidence produced in the main, with a solid recall of knowledge and understanding of supporting transitions apparent.

Generally, the learners who had not performed as well as expected had received feedback from the assessor with regards to attendance issues. Timing was also an issue for some, as well as not having a clear understanding of the question. For example, in task 6 – it asks the learner to ‘complete an evaluation of the plan you created in task 3’. The final bullet point was to improve the plan from task 3 which proved challenging for some learners. This was omitted in several cases.

Some evidence was missing which resulted in delays to the moderation process. All tasks must be uploaded using the ‘learner evidence upload checklists’ as a guide so it is clear that learners has attempted the tasks or not. These will be available as part of the live assessment materials. The assessor feedback sheet must also be uploaded per AO. Learner feedback should also be included.

It was helpful to observe assessor annotations throughout the tasks to show exactly where the assessment objectives (AOs) had been awarded and why.

The guidance reminds learners to use the case study and the written narrative observations in appendix 1 in the completion of the tasks. Fourteen hours in total was provided to complete the NEA (plus 2 hours for preparation and research). Some learners found the time restraints challenging especially with the amount of research and reading.

Responses to the tasks in the assessment

EA

Question 1

MCQ answered well by learners most knew a creche was the setting at a leisure facility or a workplace.

Question 2

This was not answered well, learners did not appear to understand the meaning of equality. Many learners identify equality as being, 'individuals are treated exactly the same', which was incorrect.

Question 3

Learners were required to recall information on policies directly. Some learners gave descriptions of policies and procedures. They only needed to name three policies an EYP would follow in a nursery setting to gain the marks.

Question 4

This table was complete with three procedures, one for each scenario. Learners need to be able to apply information to a situation. The scenario of how to support a child with partial deafness was difficult for some to identify what the EYP could do to support them. All learners understood that requesting permission to take photographs was the correct procedure and dealing with a dietary need received mixed responses. Application of the role of the EYP/ the procedures they would apply to various situations should be discussed with learners.

Question 5

Learners needed to explain why Ofsted inspects Children's Services, learners did not always complete the explanation and would gain only one of the two marks available. For a reason, there needs to be a comment on why and then an explanation of the impact.

Question 6

Learners needed to explain a reason why risk assessments must be completed. Learners missed out on the second mark as they gave an identification but not the consequence or impact for the second mark.

Question 7

Some learners mixed confidentiality with safeguarding and confidence. The role of the EYP in maintaining confidentiality should have been described. The question asks for an action the EYP could do.

Question 8

An extended-response question. Learners needed to explain how specialists from outside of the nursery could support Arjin, who was 4, with his language, communication, and behaviour. Some learners did not read the question and consider the support from outside the nursery, others did not look at specialist support so named parents, or the Special Educational Needs and Disability Co-ordinator (SENDCO), which was not awarded with any marks. Learners who considered the role of the specialist, how they could support Arjin, and what this may do for Arjin within life and the nursery setting were awarded higher marks. Learners who showed an

excellent application of knowledge and understanding of the roles of specialist support that was detailed and relevant to Arjin's age, delayed communication, and language, and his behaviour received higher marks.

Question 9

This question was a direct recall of physical development skills. Learners could not always identify the first of the skills to develop. The learners need to understand the development stages of children as stated in the specification.

Question 10

Learners were unaware of the meaning of the Socioeconomic factor, so they did not correctly answer the question, 'Housing standards'. Terminology must be taught and understood so it can be applied to situations and scenarios.

Question 11

Learners responded well to this question giving two effects of a poor diet on the development of a child.

Question 12 (a)

Q12(a) and 12(b). This was a linked pair of questions. Lola, a 3-year-old, going to the hospital for a planned operation. Learners had to state two strategies that the EYP could use to prepare Lola for the hospital and in b) describe how one of those strategies would help Lola prepare. Many learners named the two strategies but forgot in the description to fully describe so they were not awarded marks.

Question 12 (b)

The learners gave strategies that were mainly suitable, but some missed the age of the child, and some overlooked her developmental stage, therefore gave descriptions that were not suitable and were not awarded marks. The descriptions in 12 (b) needed to state what the strategy was going to do in supporting Lola and the impact of that strategy for Lola to get the full marks.

Question 13

Following Lola's visit to the hospital the learner was asked to describe the impact on social and emotional development for a 3-year-old of a hospital admission. The learners overlooked it was for a three-year-old and did not always give the second point to gather full marks, so they would state a point but not link it to social and emotional development at the appropriate age.

Question 14

Learners found this difficult and were not aware of the milestones of a 4-year-old as stated in the specification. Learning the milestones at the correct ages, as stated in the specification, is important so the learners can apply them in other situations.

Question 15

An extended response, looking at how exercise impacts the growth and development of a child. Learners responded well to this question showing knowledge of how exercise can support positive growth and development of a child. When learners fully explored the impact of exercise with clear justifications for their ideas and information, they were awarded higher marks.

Question 16

Learners lacked knowledge of the planning cycle stages and found identifying the first stage of the planning cycle (observe) difficult. It is important to know the stages of planning as stated in the specification to enable them to apply this information in situations.

Question 17

Learners were not aware of how observations are recorded. Understanding different styles/names of observations, use, recording, and application of observations is important for learners so this can be applied in situations.

Question 18 (a)

Q18 (a) and 18 (b) were linked questions with learners being asked to identify two basic care needs and then give one way an EYP can meet each of the named basic care needs. Some learners did not know two basic care needs.

Question 18 (b)

If an incorrect care need was stated and chosen from 18(a), learners were unable to gain marks for 18(b). Understanding how the EYP could ensure basic care needs are met was important for learners to achieve higher marks.

Question 19

Learners had to understand the role of observations and why these findings should be shared with parents and carers. This was an explain question for three marks. Learners that stated a point, described how sharing supports the child, and then explained the impact of this for parents or children in the future were awarded higher marks. Understanding observations and working with parents/carers is important for learners to be able to apply this information to different situations.

Question 20 (a)

Q20 (a) and (b) linked pair of questions. 20(a) Learners were required to identify two types of play as stated in the specification. Some learners could not identify types of play and gave areas of development or activities or stages of play. Learners need to be aware of the terminology as stated in the specification.

Question 20 (b)

Learners needed to use one of the given types of play and describe one way the play type can support children's holistic development. Learners struggled to know what holistic development meant and tried to identify each area of development linked to a type of play rather than holistically in general.

Question 21

It is important for the learners to read the questions carefully as some responses were regarding before going out, rather than during the outdoor play, as many stated completing risk. Fully describing the rationale of keeping the children safe gained both marks available.

Question 22

Learners needed to give three roles the EYP will have after carrying out play activities. Some of the roles identified were not roles to be completed after activities but would be completed before activities for example, risk assessments. Reading the question and understanding what roles EYP's must perform was important for this question to receive full marks.

Question 23

An extended response: learners discussed how mealtimes at an EYP setting can support learning and development of children's overall health and wellbeing. Responses for this were generally well-produced. Some learners did not link the benefits of mealtimes to why Bobbys' parents might need to understand this, but managed to gather marks from discussing the general benefits of mealtimes linked to health and wellbeing, as well as learning and development. Comprehensive and relevant information with the justification of the benefits of mealtimes to support learning and development of children's overall health and wellbeing, received the higher-level marks.

Question 24

Learners discussed the expected behaviours that a newly qualified EYP must maintain when working in an EY setting. Learners discussed a range of activities/ behaviours that must be demonstrated. They considered personal attributes, hygiene, and following some of the procedures and policies of the setting, including safeguarding and equality. Learners who could discuss various behaviours and support with a reasoned justification, giving comprehensive information, were awarded higher marks.

Overall this question and the following question were good opportunities for marks but which very few learners were able to access. Overly brief responses, lack discussion and justification, and answers lacking depth and detail were significant factors in learners being unable to access higher band marks.

Question 25

This question produced mixed responses. Learners were asked to discuss how accessing early years provision could support Tianna and her family. A short scenario was given before the question, and the learners who were awarded higher marks gave realistic information on how an early year setting could support the 18-month-old Tianna with her development needs and learning, allowing Tianna's mum to work and to socialise with other parents. Responses had to be linked and appropriate for the age of Tianna, realistic in the support a setting could offer to Tianna's family, with clear justification of reasons, and highly detailed and comprehensive in coverage of the range of factors.

NEA

Task 1

A factsheet and report were required for the task which was not completed by all learners. Some learners produced one piece of evidence only. Generally, learners did achieve positively and displayed a good knowledge of transitions in relation to the birth of a sibling and the support required. The NEA does state that the learners are not being assessed on the quality and presentation of the resource, but the advice provided. However, the factsheet was enhanced by neatly displaying or word processing the evidence with sector images, boxes/columns and headings.

Task 2

Learners were required to read the case study and appendix 1, those who had made notes, revisited the content of these documents did achieve the higher marks. It was evident that some learners had simply copied the text from the supporting documents without expansion or context. Generally, most learners achieved positively, however some showed limited knowledge and understanding of how aspects of Lilys holistic development might be interconnected.

Task 3

Where a plan had been created as a daily routine in nursery, the information was more comprehensive and showed a good understanding of how the key person could support Lilys care needs and holistic development. Again, this task referred to the case study, APP1 and task 2 which provided the information to develop strategies and initiatives that could be implemented to support Lily where necessary. It is important to note that all bullet points for the task should be included. In some cases, adhering to relevant legislation, policies and procedures was not fully developed.

Task 4

Learners were asked to create an 'Activity plan to promote two different types of play to promote one area of Lilys development'. Most learners planned two separate play activities however, these did not always link to one area of development as per the instructions. This did not have a negative impact on the marks awarded. It is important to note that all bullet points for the task should be included. In some cases, timings, expectations of the key person during the activity, resources and adherence to relevant legislation, policies and procedures were omitted. The best examples showed clear headings/sections within each activity plan. It was positive to see some creative, individualised play activities here.

Task 5

Learners were required to 'Create an arrivals-departure procedure'. Some learners referred to a 'policy', others referred to Lily rather than a procedure for the setting. It clearly states in the task that a procedure should be created for all children in the nursery. The best examples were split into the two subheadings with relevant timings and included reference to legislation, policies and procedures in the early years.

Task 6

Task 6 did challenge some learners. They were asked to 'complete an evaluation of the plan created in task 3'. This resulted in lower marks in some instances as there was repetition from task 3, rather than analysing and evaluating how well the plan met Lilys needs. Sometimes the instructions were not understood or followed correctly resulting in the lower marks. Furthermore,

suggestions for improvements to the plan showed minimal relevance and detail on occasion. This was evident where task 3 showed limited recall of knowledge and understanding, analysis and evaluation. The stronger examples referred to how well the plan records and outlines the individualised care needs of Lily and supports her holistic development with clear examples of how the plan could be improved. Some learners did not attempt this task.