

NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/8438/3)

Assessment: DEYEC2

Assessment window: 26 January 2022 to 25 February 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

Grade	NYA	D	C	B	A	A*	Learners	19
% of learners	0.00	15.79	63.16	15.79	5.26	0.00	Pass rate	100.00

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](#) (QSID) document.

Standard of learner work for DEYEC2

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

It is recommended that learners accurately identify each criterion to which they are responding and present their information in direct relation to the identified criterion, in order to remain focused on criteria requirements. Scripts are marked in escalating criterion order from D to A* and evidence is attributed to criteria as indicated by learners.

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.

The word count should be distributed across the grades to allow learners to attempt higher-grade criteria.

Criteria requirements and command verbs

When attempting criteria, learners should be reminded to read the title in its entirety and to consider their response before writing. In some pieces of work seen, information sometimes lacked a clear focus.

Centres could provide learners with the verb explanations for this assessment to ensure understanding of the expectations for the command verbs. Where discussion has not been developed in line with the key command verbs, higher-grade criteria have not been met.

Referencing of external assessment tasks

Learners should continue to include **identifiable** and **traceable** quotations to support their work.

Two quotations are required to support responses for each grade, made identifiable by the use of quotation marks, bold or italic text and referenced at the point at which they are used.

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 give more than one requirement of the current framework in relation to the title.

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 B1 requires them to discuss appropriate theory in relation to the title and its contribution to informing practice.

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 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: 7 April 2022