

CACHE Technical Level 3 Certificate in Childcare and Education 601/8436/X

Assessment: CCE1

Submission date: 04/05/2023 - 22/05/2023

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 achievements
- 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 achievements

Grade	NYA	D	C	B	A	A*	Learners	1055
% of learners	6.64	18.10	52.80	19.91	2.56	0.00	Pass rate	93.36%

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

Assessment structure

- Most learners remained focussed on the assessment title and developed their responses accordingly.
- Where learners utilised their placement experience, it enabled them to enhance their answers with relevant examples and often resulted in a more meaningful response to the criterion.
- Some learners did however lose focus on the assessment title as they progressed through the task which resulted in some criterion not being achieved.
- Learners should accurately identify each criterion to which they are responding and present their information in direct relation to the identified criterion; scripts are marked in escalating criterion order from D-A*.

Use of word allocation

- Many learners used all their available word count in the lower grades and therefore did not attempt any of the higher grades.
- Centre should encourage learners to avoid using excessive words in the lower grades so that they can develop their responses in the higher grades.
- Some learners did not make use of the full word allocation and did not attempt any of the higher grades.

Criteria requirements and command verbs

- All learners should be reminded to carefully read the explanation for each grading criterion, so that they include the relevant number of ways/ reasons, for example, when responding.
- Those learners who attempted the A criteria often did not demonstrate analyse or evaluation. In addition, the development of the response was often lacking in these grades to effectively demonstrate knowledge and understanding of the requirements of the criterion.

Referencing of external assessment tasks

- Referencing was generally better in this submission; there were however still some learners who did not understand how to make references and sources identifiable.
- Learners should not include D3, C3, B3, A3 and A*2 as a separate criterion, references should be included within the text of the associated criteria to support the learner's response.

- Centres should ensure that learners are aware of the appropriateness of sources used when referencing.

D1/D2 Criteria

- Most learners responded well here, and remained focussed on the title, giving two relevant examples for each criterion.

C1/C2 Criteria

- Most learners were successful when responding to the C grade and had a clear understanding of the questions and remained focussed on the title
- Learners generally made good use of their placement experience and gave clear relevant examples for both C1 and C2.

B Criteria

- Some learners gave solid responses to the B criteria, however, where this was not achieved it was often due to losing focus on the title of the assessment.
- **B1** Many learners were able to discuss the contribution of legislation or theory to practice, but some tended to just describe the legislation or theory, with no credible link between the legislation/theory and how it informs practice.
- **B2** There were some thoughtful responses noted here, although there were also responses which lost focus on the title and gave a general response to inclusivity.
- It was however clear that most learners understood inclusion and are aware of the general ways to promote this; however, some did struggle to link it to the title in a meaningful way.

A Criteria

- **A1** Learners were required to analyse two or more characteristics of an enabling environment linking to the title. Some learners only included one characteristic and wrote a descriptive narrative, rather than one which included analyse. There were also quite a few instances where learners included multiple examples of an enabling environment which resulted in a lack of development in relation to the title.
- **A2** Learners were required to analyse partnership working with families and other professionals. Some learners concentrated on their own partnership work and either omitted or included limited reference to working with other professionals. Links to the title were sometimes tenuous and not developed.
- **A3** Learners should be reminded that there must be at least two quotations from different sources to support the analysis.

A* Criteria

- Learners were required to evaluate the impact of the framework or legislation relating to the title. Some learners did not develop their responses and omitted strengths and /or limitations and impact of this, in relation to the title.
- Some students tried to evaluate several pieces of legislation rather than looking at one in depth. This often led to a lack of focus on the requirement of the criterion.

- Learner should also be reminded that to achieve A*3 wider background reading must be demonstrated through different sources and used appropriately to support the critical discussion.

Regulations for the Conduct of External Assessment

Malpractice

There were 23 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

0 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: K A Hurt

Date: 24/07/2023