

# NCFE CACHE Technical Level 3 Diploma in Childcare and Education (Early Years Educator) (601/8437/1)

**Assessment:** DCE2

**External assessment task title:** Play supports children’s learning and development

**Assessment window:** 27 January 2022 to 28 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 achievements
- administering the external assessment
- assessment structure
- use of word allocation
- criteria requirements and command verbs
- referencing of external assessment tasks
- standard of learner work
- 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	2747
% of learners	5.09	23.11	41.35	28.38	2.00	0.07	Pass rate	94.91%

## Administering the external assessment

The external assessment is supervised 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.

## Assessment structure

- the external assessment task document should be read carefully by the learners, so that they remain focussed on the associated grading criteria, and related explanation when responding
- 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 to A\*
- centres should ensure that learners are aware of the importance of reading, and applying the 'information for learners' set out within the external assessment task document
- learners should check their responses to ensure that all quotations are identifiable and traceable before submitting their work
- some learners attempted the A and A\* criteria to the disadvantage of the earlier grades, giving some very brief responses which did not fulfil the requirements of these criterion

## Use of word allocation

- centres should encourage learners to use the full word limit, and not to use excessive words in the lower grades as this can result in them being unable to develop responses successfully in the higher grades
- some learners did not make use of the full word allocation which therefore prevented them from accessing the higher grades

## Criteria requirements and command verbs

- learners may benefit from being given verb explanations by their centre, to ensure understanding of the expectations of the command verbs
- learners should take time to read and understand the requirements of each criterion, and keep a continuous focus on the title of the controlled assessment
- where learners did not remain focussed on the title of the assessment this resulted in referred criterion

### Referencing of external assessment tasks

- referencing was clear in most of the work provided by the learners
- centres should ensure that learners are aware of the appropriateness of sources used when referencing
- learners should not include D4, C4, B3, A3 and A\*2 as a separate criterion, references should be included within the text of the associated criteria in order to support the learner's response
- some learners did not use appropriate referencing techniques which resulted in references not being identifiable and/or traceable – in some cases this led to referred criteria
- a few learners' work was heavily reliant on referencing and this occasionally meant that their own knowledge and understanding of the criterion was not evident

### Standard of learner work

- most learners showed accurate knowledge and understanding in relation to how play supports children's learning and development
- where learners linked relevant examples from their placement, this often enhanced their responses in relation to the title of the assessment
- excellent responses were seen where learners kept focussed on the assessment title and developed their responses accordingly
- the use of technical language was mainly appropriate, clearly expressed and well structured by those achieving the higher grades

#### D criteria

- some learners lost focus on the topic of play when responding to these criteria
- traceable quotes were not always included within the body of the D criteria

#### C criteria

- C2 – some learners talked generally about planning and did not explain 'how it supports the practitioner to meet the needs of children in relation to the title'
- C3 – some learners focussed on continuous professional development (CPD) and therefore minimised any discussion related to reflective practice and how this contributes to effective practice
- traceable quotes were not always included within the body of the C criteria

#### B criteria

- B1 – some learners wrote generic information about the background of the theory/philosophical approach, with very little evidence of comparison in relation to the title of the task – there were also occasions where learners' comparisons did not link to each other
- B2 – learners were required to analyse the characteristics of an enabling environment that supports inclusion and equality in relation to the title – some learners gave a descriptive account as opposed to demonstrating any analysis – some learners did not focus their response on how an enabling environment supports inclusion and equality on relation to the title

### **A criteria**

- A1 – some learners wrote descriptively rather than making an evaluation – in some case the evaluation was one sided rather than considering weaknesses and limitations – also links to holistic development were not always explained in relation to the title
- A2 – learners were required to evaluate professional experience and how this may impact on own practice when working with children and families – some learners concentrated on professional experience but did not include the impact of this on own practice

### **A\* criteria**

- A\*1 – some learners described a current theoretical or philosophical approach rather than applied any critical analysis – in some cases, there was a general loss of focus on the title of the assessment, and little reference to the impact on children’s developmental wellbeing
- A\*2 – some learners did not show evidence of wider reading using different sources in order to support the critical discussion when referencing

## **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:** Kathy Rush

**Date:** 22 April 2022