

NCFE

CACHE

Chief Examiner Report

**NCFE CACHE Level 3 Diploma in Childcare and
Education
QN: 601/4000/8**

**Assessment code: EYE/EA Theme 1 and Theme
2**

Paper number: P003150, P003151

Submission Window: 17 September 2025

Introduction

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 performed 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 (AC)
- 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

EYE EA – Theme 1

Grade	NYA	D	C	B	A	A*	Learners	1
% of learners	100.00	0.00	0.00	0.00	0.00	0.00	Pass rate	0.00%

EYE EA – Theme 2

Grade	NYA	D	C	B	A	A*	Learners	4
% of learners	0.00	25.00	75.00	0.00	0.00	0.00	Pass rate	100%

Administering the external assessment

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

- Most learners applied themselves to the assessment task in the lower grades and demonstrated accurate knowledge and understanding of ways to support emergent literacy and mathematical development.
- A significant number of learners did not attempt the higher-grade criteria.
- Some learners showed limited awareness of the referencing requirement.
- Where learners drew on examples from their placement experience, responses were often strengthened by a clear understanding of the role of play in supporting learning.

Assessment structure

- The requirements for this assessment have remained the same and there are no changes to the learner guidance.
- Learners are required to plan and organise their information logically and identify the criteria being responded to in order D-A*.

Use of word allocation

- Learners should be encouraged to make full use of the word allocation, especially when addressing higher-grade criteria, to meet the escalating requirements of the command verbs.
- Some candidates used a high number of words to respond to the lower grades and did not attempt higher grades.
- Some candidates had insufficient words remaining to meet the requirements of the higher grades.

Criteria requirements and command verb

- Learners should refer to the guidance of the verb explanations when attempting each criteria to meet the expectations.
- Learners should be reminded that they are required to meet all aspects of the criteria requirements and to refer to the guidance document 'Information for Tutors and Learners Requirements for Completing the Extended Assessment.'

Referencing of external assessment

- References should be clearly identified within the text of the relevant criteria.
- Learners should follow the guidance on using quotations and examples provided in the assessment information and follow the examples given.
- Quotations must not be shown as a separate criteria.

- The sources must be shown within the assessment at the point where the quotations have been used.

Assessment criteria (AC)

EYE EA theme 1

D criteria

- D1 – This criteria was well answered, showing sound understanding of ways to support mathematical development. Learners should ensure they discuss more than one approach to strengthen their response.
- D2 – Responses showed clear understanding of how to encourage emergent literacy through role play.
- D3 – Learners should focus on an explanation of why practitioners use reflective practice during transition and full understanding of the requirements needs to be evidenced for these criteria.
- D4 – Learners should be reminded to refer to the guidance to understand how to reference accurately within the criteria D1-3.

C criteria

- C1 / C2 – Learners should ensure they respond to all components of the requirements of the criteria in their responses.
- C3 – Learners successfully discussed an international approach that highlights the importance of child-centred learning.
- C4 – References should be incorporated in the C1-3 criteria to meet the full expectations of the criteria.

B criteria

- The command words 'evaluate' and 'compare', and 'contrast' need to be considered to meet the requirements of the B grade.
- The use of word count needs to meet the escalating requirements of higher grades.

A criteria

- The command words 'analyse' and 'evaluate' need to be considered to meet the requirements of the A grade.
- Learners should ensure their word count is used to meet the requirements of higher grades.

A* criteria

- The command word 'critically evaluate' should be considered to meet the requirements of the A* grade.
- Learners should also ensure that their word allocation is managed effectively to address the increasing complexity of higher-grade criteria.

EYE EA – theme 2

D criteria

- D1 – This was generally well answered with knowledge and understanding of ways to support emergent literacy development. To fully meet the requirements, learners should discuss more than one approach and provide examples to strengthen their response.
- D2 – The majority of responses showed a good understanding of how mathematical development can be encouraged through outdoor play.
- D3 – Learners demonstrated awareness of children's school readiness.
- D4 – Learners need to refer to the guidance to understand how to reference accurately within the criteria D1-3.
- Learners need to clearly indicate where each separate criterion is being met.

C criteria

- Some learners submitted and achieved the C grade and made use of examples from practice for discussion, explanation and summarise.
- Most learners were also able to correctly discuss an international approach that supports children's learning.
- Learners should clearly identify where each individual criteria has been addressed.

B criteria

- The command words 'evaluate' and 'compare', and 'contrast' need to be considered to meet the requirements of the B grade.
- Use of word count needs to meet the escalating requirements of higher grades.
- Learners should clearly indicate where each separate criteria is being met.

A criteria

- Learners should ensure they apply the command words 'analyse' and 'evaluate' when aiming for an A grade.
- They must also manage their word count effectively to meet the increasing demands of higher-level criteria.
- Learners need to clearly indicate where each separate criteria is being met.

A* criteria

- To achieve an A* grade, learners must apply the command word 'critically evaluate' and ensure their word allocation is managed effectively to meet the full requirements of the criterion.

Regulations for the conduct of external assessment

Malpractice

There were zero 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 or the misuse of AI) will affect the outcome on the assessment.

Maladministration

There were zero instances of maladministration 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: Shirley Jackson Hulme

Date: 26 November 2025