



# Chief Examiner Report

**NCFE CACHE Level 3 Certificate in Childcare  
and Education**

**QN: 601/3999/7**

**NCFE CACHE Level 3 Diploma in Childcare and  
Education**

**QN: 601/4000/8**

**Assessment code: EYE EPS**

**Paper number: P002665**

**Submission date: 9 January 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 EPS – theme 1

**The Early Years Educator promotes and supports children's play, learning, development and wellbeing.**

Grade	NYA	D	C	B	A	A*	Learners	72
% of learners	0.00%	11.11%	34.72%	37.5%	16.67%	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

All learners completed theme 1 and showed good knowledge and understanding of most criteria attempted.

Most learners had good knowledge and understanding of the subject content when attempting higher grades. However, greater application of the requirements of the command words would help support achievement of these criteria.

Many learners applied their knowledge and understanding to placement and real-life situations and were able to develop their responses which demonstrated increased understanding of the criteria.

Clear, identifiable, and traceable references are key to the achievement of the whole grade. In most case this was applied to the requires criteria.

All learners did not attempt the higher grades.

## Assessment structure

The structure of this assessment remains the same as in previous assessments.

Guidance for tutors and learners remains the same as in previous assessments.

No changes have been made to the assessment criteria (AC).

Learners are required to clearly identify where the criteria have been met.

All criteria should be responded to independently.

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## Use of word allocation

Learners need to be aware of the escalating requirements of the command words when planning word allocation for this assessment. Some learners used similar amounts of words for all criteria, limiting the development of higher-grade achievement.

Learners need to use words within the allocated guidelines.

Feedback from examiners highlighted that many learners gave very detailed and lengthy answers to the D criteria, which did not allow sufficient words to develop the higher grades.

### Criteria requirements and command verbs

The command word must be applied to the requirements of each criteria.

Learners are required to refer to the command verb explanations for this assessment to ensure understanding of the expectations for each criteria. Feedback from examiners stated that students need to address the command words in A2 as analysis was minimal.

Learners are required to closely examine the key words of each criteria to ensure that the evidence provided meets the requirements.

Many learners gave examples from placement experience, which supported their understanding of the questions.

Evaluation is required for the A\* criteria. To meet this expectation learners are required to demonstrate understanding of the question from more than one perspective.

### Referencing of external assessment tasks

Learners must be aware that referencing must be clearly identifiable and traceable and follow the tutor guidance.

Referencing should support the knowledge and understanding of the criteria requirements.

All work must be referenced to meet the assessment guidelines. References should be easily identified as separate from the learner's own work.

Referencing must be incorporated into the main body of the work and not a separate criteria headed D3 for example.

To achieve the A\* learners must show evidence of wider background reading used selectively to support the evidence.

### Assessment criteria (AC)

#### EYE EPS – theme 1

All learners achieved the full requirements of the D criteria, which were answered well.

#### D Criteria

In some cases, very detailed responses were given for the D grade. More words were used than required for the D1 and D2 which impacted on the words available for the development of the requirements of the higher grades.

The minimum of two identifiable and referenced quotations which support the explanation were included in the responses.

Learners demonstrated a good understanding of play and an enabling environment. References to placement experiences supported the answers.

### **C Criteria**

Most learners who attempted the C criteria achieved it. In a few cases the explanations were brief in comparison to the D grade responses.

Learners need to be aware that a minimum of two identifiable and referenced quotations that support the explanation must be included and support the explanations.

Learners need to respond to all key components of the criteria for C1. The focus of this question is the explanation of the importance of promoting children's independence.

In a few cases there was overlap between the C1 and C2 criteria and some repetition was evident.

### **B Criteria**

Learners who attempted and achieved the B criteria discussed more than one approach to planning. Learners must also discuss how effective approaches support play, learning and development.

Most learners who attempted B2 were able to reflect on the need for practitioners to be compliant with safeguarding policy. In some cases, reflection was evident through the impact of lack of compliance.

In some cases, the reflection was not developed. The importance of using enough words to meet the command word requirements must be considered to achieve these criteria.

### **A Criteria**

In many cases more depth and development were required to be provided for these criteria to meet the requirements of the command words. Learners must link to assessment for A1 and planning for A2. Feedback from examiners showed that for A2 students needed to address the command words in the question as analysis was minimal.

In some cases, learners described a range of observation methods. Focusing on two methods allows a greater focus on the analysis.

### **A\* Criteria**

Learners who attempted the A\* did not develop their responses to meet the requirements of the command words which require them to evaluate and compare and contrast. Responses were mainly descriptive with some analysis.

## 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) 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: 12 March 2025**