

NCFE CACHE Level 3 Diploma in Childcare and Education (Early Years Educator) (601/4000/8)

Assessment: EYE EA

Submission date: 21 September 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 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 EYE EA 1

The Early Years Educator develops children's school readiness through understanding of the current early years framework.

Grade	NYA	D	C	B	A	A*	Learners	5
% of learners	20	60	20	0.00	0.00	0.00	Pass rate	80

Assessment Theme EYE EA 2

The Early Years Educator supports children's learning, development and school readiness.

Grade	NYA	D	C	B	A	A*	Learners	6
% of learners	0.00	50	33.33	16.67	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. 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

- there are no changes to the assessment criteria for this assessment, guidance for learners remains the same as previous assessments
- all criteria must be responded to separately to ensure learners focus fully on the requirements of the assessment
- learners are required to clearly identify where each of the criteria have been met

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.

Criteria requirements and command verbs

- learners are required to examine closely the key words of each criterion in order to ensure that the evidence submitted meets the assessment requirements
- learners must refer carefully to the verb explanations for this assessment to ensure understanding of the expectations for the command verbs – this is particularly relevant in relation to higher level 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

Referencing of external assessment tasks

- referencing styles vary from centre to centre and learner to learner, but most learners made adequate or good use of referencing
- quotations must be clearly identified, and sources must be shown – examples of quotations are given in the information provided for tutors and learners

Assessment criteria

EYE EA Theme 1

D Criteria

D criteria was generally well answered. Learners should be reminded to ensure that they focus on the requirements of the question/criteria and ensure that they are relating their answers to, for example, role play within D2, transitions within D3.

C Criteria

Learners that achieved the C criteria were able to summarise and discuss requirements of the current framework in relation to literacy, maths and partnership working. Learners were mostly also able to correctly discuss an international approach that recognised child-centred learning, some learners did not show this link adequately.

B Criteria

Some learners had attempted up to the B grade and extended their responses to include analysis and evaluation. Learners should be reminded that evaluation requires strengths and limitations.

A Criteria

Limited responses given to the A criteria. Responses were descriptive and lacked the depth required at the A grade.

A* Criteria

None attempted

EYE EA Theme 2

D Criteria

D criteria was generally well answered with learners meeting the requirements of discuss, explain and demonstrate.

C Criteria

Learners achieving the C grade were able to meet the requirements of discuss, explain and summarise.

B Criteria

None attempted

A Criteria

None attempted

A* Criteria

None attempted

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: 01/11/2022