

Technical Level 3 Diploma in Early Years Education and Care (EYE) (601/8438/3)

Level 3 Certificate in Preparing to Work in Early Years Education and Care (601/3955/9)

Level 3 Diploma in Early Years Education and Care (EYE) (601/2147/6)

Assessment code: EYE SAE

Paper number: P001483

Submission date: 02 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 boundary Information
- administering the external assessment
- standard of learner work
- evidence creation
- task responses
- 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

Grade boundaries represent the minimum raw mark required to achieve a certain grade. For example, the grade boundary for the D grade is 45, so a minimum raw mark of 45 is required to achieve this.

A*	A	B	C	D
85	75	65	55	45

Grade	A*	A	B	C	D	NYA	Learners	15
% of learners	0.00	6.67	13.33	53.33	26.67	0.00	Pass rate	100

Below you will find the percentage of learners that achieved each grade.

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 Document (QSID).

Standard of learner work

The number of submissions for this assessment window was small. The standard of work was good, and most learners had an accurate knowledge and understanding of the questions throughout the paper. Where learners had developed their responses using relevant examples and links to practice higher marks were gained. Learners who made links to theory initiatives and frameworks developed their responses and gained additional marks in some cases.

The use of analysis and evaluation enabled some learners to gain marks in higher bands. Most learners attempted all questions which had an impact on the overall marks gained. Learners should be encouraged to attempt all questions as this is likely to have an impact on the final marks and grade achieved as the paper has six questions in total.

Evidence creation

The space provided for the answers to be written was used appropriately. Not all learners used all the space provided and so did not develop their responses fully.

All learners clearly indicated where the evidence for each question was to be found.

All the necessary information relating to names and pin numbers was clearly visible.

Task responses

Question 1. Describe ways that practitioners promote children's healthy eating in an early year's setting.

- most learners demonstrated a good understanding of ways in which practitioners can promote healthy eating
- in some cases, learners showed a limited range of ways in which this could be done
- higher marks were gained where learners had developed their responses and provided examples of links to practice

Question 2 Explain how practitioners support the emotional well-being of children in an early years setting.

- higher marks were gained by learners who developed their explanations and made links to legislation or theory
- where learners were able to develop the use of analysis to explain how practitioners support emotional well-being of children
- some learners had a limited range of knowledge and understanding of how practitioners support emotional well-being

Question 3 Describe daily procedures that practitioners carry out to maintain children's safety in an early years setting.

- most learners were able to accurately describe daily procedures that are carried out to maintain safety in an early years setting
- some learners demonstrated limited knowledge and understanding of the range of ways this could be achieved

Question 4 Discuss why practitioners must follow the setting's policies and procedures when dealing with accidents.

- most learners demonstrated accurate knowledge and understanding of why practitioners must follow policy and procedure when dealing with accidents in a setting
- some learners focussed on how this should be done rather than why and did not consider the range of reasons why

Question 5 Discuss why practitioners must interact with children in a way that makes all children feel valued

- most learners demonstrated understanding with some development of a range of ways why practitioners must interact with children in a way to make them feel valued
- some learners made links to legislation, theory, or frameworks to support their responses and to develop a coherent discussion

Question 6 Describe ways that practitioners can develop effective partnerships with parents and/or carers.

- most learners' responses showed knowledge and understanding of ways to develop effective partnership with parents
- some learners gained higher marks by using analysis and developing their responses by making links with legislation and initiatives

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

There were no instances of maladministration 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: Shirley Jackson Hulme

Date: 02/04/2022