



Chief Examiner Report

**NCFE CACHE Level 3 Applied General
Certificate for Early Years, Childcare and
Education**

QN: 603 / 2988 / 9

Assessment code: AGCEYCE

Paper number: P002640

**Submission window: 14 January 2025 to 29
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

| Grade | NYA | P | M | D | Learners | 79 |
|---------------|-------|-------|-------|-------|-----------|-------|
| % of learners | 27.85 | 35.44 | 21.52 | 15.19 | Pass rate | 72.15 |

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

External assessment task title 'Childcare practitioners promote children's outdoor play', responses for each criteria must remain focused on the title throughout. Some NYA assessment decisions were due to lack of clear and relevant links made to the assessment title.

Assessment structure

The assessment structure was clear to read, the explanation provided additional guidance to the student. The students followed the required assessment structure, addressing in turn all the pass criteria, followed by the merit and distinction. A cover sheet was completed, and details were correctly recorded.

Use of word allocation

The allocation of the 1500 words was used effectively. All pass criteria need to be passed for a pass to be achieved. In some cases, students applied equal weighting or words to each grade profile (pass / merit / distinction), thus limiting the amount of detail expressed in higher grade criteria. Students are reminded to use the full word allocation to develop the discussion in line with the criteria requirements and the title. The word count for the distinction criteria generally required more words to engage adequately with evaluation. Therefore, more concise responses to the pass criteria were needed for students who attempted the distinction criteria to make available more words. Some of the responses in this paper lacked breadth and depth of knowledge and understanding in order to achieve the higher criteria. References do not contribute towards the final word count. Providers are reminded to allocate the full time of 8 hours to meet the regulations for the assessment. The permitted time must not be decreased. Learners must be given the opportunity to complete the full amount of time for the external assessment. Providers should take this into account when timetabling the session.

Criteria requirements and command verbs

Providers could provide students with revision of the verb explanations for this assessment to ensure understanding of the expectations for the command verbs. For example, 'describe' requires students to extend and develop their writing and responses. Criteria explanations must be read carefully to ensure requirements are understood and met fully, particularly where more than one way / reason is required. It was positive to see where Providers had referred to previous chief examiner reports and advised the students to carefully construct their response and to maintain focus on the title, for example by writing. 'One reason this is important is that..., the second reason is....' and so on.

Referencing of external assessment tasks

Overall, students had a reasonable grasp of referencing requirements, using appropriate quotations to support their knowledge. Despite advice given in previous chief examiner reports, there were still some instances where references and use of quotes were submitted as their own criteria. The assessment information given to students clearly states references must support responses given in each grade and should not be submitted as a separate criteria. Providers could support students with effective referencing skills. Quotes must be identifiable

and traceable; some students did not achieve a pass due to limited referencing skills or a lack of quotes to support their work. For example, where quotations are used, the examiner must be able to clearly trace where the information was sourced. Quotes must be used within the body of the work to support students' own understanding, and not simply used as an 'add-on'.

Assessment criteria (AC)

P1 - Students made an excellent attempt at P1, in most cases, clearly explaining two reasons of the importance of meeting children's needs in relation to the title.

P2 - Two more policies or procedures which underpin practice must be described in relation to the title. Students are required to describe relevant policies and procedures rather than explaining legislation, some students confused policies with legislation. For example, a policy should state the overriding principle of practice, setting out a clear aim, while a procedure should set out the actual steps to be taken and followed.

P3 - Students demonstrated an effective understanding of the various aspects that contribute towards an enabling environment, using clear and relevant examples to demonstrate their understanding. Students were able to describe the characteristics of an enabling environment, although some of the examples lacked a link to the title.

M1 - Students showed some understanding of theoretical approaches, however, in some cases did not discuss approaches in relation to the title. Other students discussed philosophical approaches yet in some cases were still able to discuss the impact of these on learning and development in relation to the title. It would be beneficial if students discussed a theoretical approach which clearly links to the title. Some students discussed a theory loosely, and didn't link it to the title, or discuss the impact. A few students referenced Lester and Russell's work, which connects to various reviewed approaches to outdoor play, rather than established theory. As a result, it was challenging for students to relate this to learning or development.

M2 - Some students did not approach the components of the criteria, focusing on child-centred practice rather than looking at child-centred planning as a method of meeting a child's individual needs. Some students made no relevant links to the title which restricted achievement. Students who did achieve this demonstrated a clear understanding of child-centred planning and how it can be implemented to support holistic development.

D1 - Most students attempted this question, and several were able to explain how two different strategies could be used by practitioners.

Two different strategies used to support children must be evaluated to demonstrate both the strengths and limitations of each strategy. Students must avoid description, unrelated comments, or bullet points. The strategies must be in relation to the title; it may be helpful for students to understand the broad term 'strategy', which can be a plan or a method to support children, for example being a role model, planning outdoor activities, observing the children and so on. The strategies must also be from more than one perspective, for example the child, the practitioner (s), the parent, or a group of children. Where students achieved, they covered all

elements of the criteria, including different perspectives, strengths, and limitations of the strategies, and clearly linked these back to the title.

Some students struggled to evaluate the strategies that they had selected, commenting on basic factors such as "some children might not like it" or "the weather might be bad". To strengthen this area, students could consider the pros and cons of using outdoor play for free play, or whether children need activity areas, or if a completely natural environment promotes development more effectively. (For example, Froebel's theory).

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 students that instance of malpractice (for example, copying of work from another learner or the misuse of AI) will affect the outcome of 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 documents in this respect.

Chief examiner: Emma McCormick

Date: 7 April 2025