

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

Assessment: EYE EA

Submission date: 20/09/2023

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 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
- 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

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	2
% of learners	100.00	0.00	0.00	0.00	0.00	0.00	Pass rate	0.00

EYE EA Theme 2

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

Grade	NYA	D	C	B	A	A*	Learners	2
% of learners	0.00	100.00	0.00	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. 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 or structure for this assessment, guidance for learners remains the same as previous assessments.

Use of word allocation

- Centres should encourage learners to utilise the full word allocation appropriately throughout the assessment, 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 criteria 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

- Learners are required to incorporate their references and quotations within their assessment, and not include these as a separate criterion. This did impact on some learners' grades.

EYE EA Theme 1

D criteria

D criteria was generally well answered.

D4 – learners are required to incorporate their references and quotations within their assessment, and not include these as a separate criteria. This did impact on some learners' grades.

C criteria

C2 omitting working with professionals was the main reason that limited achievement of C2

B criteria

Some learners had attempted up to the B grade; learners should be reminded that evaluation requires strengths and limitations.

A criteria

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

A* criteria

Some learners did attempt A8; however, there was no evidence of critical evaluation.

EYE EA Theme 2

D criteria

Learners attempted up to D grade only; responses were straightforward.

C criteria

None attempted.

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 of 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: 12/11/2023