

Technical Level 3 Certificate in Childcare and Education (601/8436/X)

Technical Level 3 Diploma in Childcare and Education (EYE) (601/8437/1)

Assessment: EYE CCE1

Submission date: 02/02/2022

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
- 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

Grade	NYA	D	C	B	A	A*	Learners	1969
% of learners	6.15	22.96	39.00	23.41	8.38	0.10	Pass rate	93.85

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 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

- most learners showed accurate knowledge and understanding across the various centres
- the use of technical language was mainly appropriate, clearly expressed and well-structured by those achieving the higher grades
- excellent responses were seen where learners kept focussed on the assessment title and developed their responses accordingly
- where learners were able to utilise their placement experience, it enabled them to enhance their responses with relevant examples

Assessment structure

- centres should ensure that learners are aware of the importance of reading and applying the 'Information for Learners' within the external assessment task document
- the external assessment task document should be read carefully by the learners so that they remain focussed on the associated grading criteria, and related explanation when responding
- learners should accurately identify each criterion to which they are responding and present their information in direct relation to the identified criterion; scripts are marked in escalating criterion order from D-A*

Use of word allocation

- centres should encourage learners to use the full word limit, and not to use excessive words in the lower grade as this can result in them being unable to develop responses successfully in the higher grades
- some learners did not make use of the full word allocation which therefore prevented them from accessing the higher grades

Criteria requirements and command verbs

- learners should read and understand the requirements of each criterion, to keep focused on the title of the controlled assessment
- centres could provide learners with verb explanations to ensure understanding of the expectations for the command verbs
- some learners did not remain focussed on the title of the assessment which resulted in a referred criterion

Referencing of external assessment tasks

- learners should not include D3, C3, B3, A2 and A*2 as a separate criterion, references should be included within the text of the associated criteria to support the learner's response
- centre should remind learners of the appropriate referencing techniques
- centres should ensure that learners are aware of the appropriateness of sources used when referencing
- some referred criteria were due to incorrect referencing

Assessment criteria

D1

Most learners responded accurately to this criterion, however, some learners omitted to include two reasons to explain the relevance of the title to children's care or education.

D2

Most learners responded accurately to this criterion, however some omitted to describe more than one way that practitioners can support children's well-being or development.

D3

Reference should not be included as a separate criterion; they should be identifiable and included within the text of the associated criterion.

C1

Most learners were able to identify policies or procedures related to the title, there were some learners who included policies and procedures which were not relevant to the title.

C2

Some learners did not remain focussed on the criterion, and did not therefore clearly identify and discuss, how activities or routines support children in relation to the title.

C3

Reference should not be included as a separate criterion; they should be identifiable and included within the text of the associated criterion

B1

Learners were required to discuss one piece of legislation or theory or a philosophical approach that informs practice which related to the title. Some learners who discussed more than one piece of legislation or theory or a philosophical approach, did not develop their responses sufficiently and lost focus on the requirements of the criterion.

B2

Learners were required to explain two or more ways to ensure that inclusive practice is implemented in relation to the title. Generic descriptions of inclusivity were sometimes utilised; however, it is important that the response should relate to the title of the assessment.

B3

Reference should not be included as a separate criterion; they should be identifiable and included within the text of the associated criterion

A1

Learners were required to analyse two or more characteristics of an enabling environment. Learners should avoid a descriptive narrative and ensure that at least two characteristics have been included.

A2

Learners were required to analyse partnership working with families and other professionals. Some learners concentrated on their own partnership work and either omitted or included limited reference to working with other professionals.

A3

Reference should not be included as a separate criterion; they should be identifiable and included within the text of the associated criterion

A*1

Learners were required to evaluate the impact of the framework or legislation relating to the title. Some learners did not develop their responses and omitted strengths and or limitations in relation to the title.

A*2

Some learners did not include references which reflected wider background reading from different sources. References should also be traceable to support critical discussion.

Regulations for the conduct of external assessment**Malpractice**

There was one instance 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: Kathryn Rush

Date: 23 March 2022