



Chief Examiner Report

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

QN: 603 / 2987 / 7

Assessment code: AGAEYCE

Paper number: P002648

Assessment date: 07 March 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.

The aim is to highlight where learners generally performed well as well as any areas where further development may be required.

Key points:

- grade boundary and achievement information
- administering the external assessment
- evidence creation
- standard of learner work
- responses of the tasks within the sections of the external assessment paper
- 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 and achievement information

Each learner's external assessment paper is marked by an examiner and awarded a raw mark. During the awarding process, a combination of statistical analysis and professional judgement is used to establish the raw marks that represent the minimum required standard to achieve each grade. These raw marks are outlined in the table below.

Grade	NYA	Pass	Merit	Distinction
Raw mark grade boundaries	0-34	35	47	60

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

Grade	NYA	Pass	Merit	Distinction	Learners	142
% of learners	38.03%	28.17%	24.65%	9.15%	Pass rate	61.97%

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.

Evidence creation

Learners should use the space provided to answer questions. Where answers are typed or additional pages included, the learner's name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook.

Standard of learner work

There were some strong examples of student responses. Some learners attempted all questions and successfully achieved higher grades. However, some answers lacked the necessary breadth and depth of knowledge and understanding, especially when addressing theoretical content. Supporting learners in developing the skills needed for more demanding, extended-response questions could help improve overall performance.

Responses of the tasks within the sections of the external assessment paper

Question 1

Identify two (2) other sectors that offer childcare and education services. Most learners accurately identified two sectors; some also gave examples to support their understanding.

Question 2

Most learners could accurately explain two professional qualities needed for the role of childcare practitioner.

Question 3 (a)

Most learners accurately described two responsibilities the nursery manager could include in a job description.

Question 3 (b)

Many learners could discuss one reason why practitioners must follow their responsibilities when meeting the children's needs. Some reasons were outlined rather than discussed.

Question 4

The question asks why the nursery manager should hire qualified practitioners. Learners needed to think about the importance of qualifications and knowledge and understand the context of working in a baby room, not just general childcare. Many learners generally understood that practitioners need to be knowledgeable in order to care for babies, but the answers were under-developed. The knowledge tended to centre around the day-to-day tasks but not as much on the wider implications, for example, legal consequences, and safeguarding.

Question 5

Many learners did not attempt to answer this question. They may not have had the confidence to translate their response into something a childcare practitioner would say in an interview. They may have struggled to apply abstract ideas (like scaffolding or ZPD) to a practical childcare setting. Some learners did, however, recognise general aspects of Vygotsky's theory.

Question 6

Most learners identified the correct definition of the term 'ethos'.

Question 7

There was a mixed response to this question. Some learners gave clear examples of how the nursery could offer support to working families, others simply repeated the question, relating it back to the fact that parents could work longer hours. Positive examples included use of breakfast and after schools' clubs, and having flexible hours. Some learners made links to the government funded childcare.

Question 8

Many learners gave a detailed discussion relating to how childcare practitioners could create a welcoming environment at the nursery during an open day event. Examples included having a range of activities that children would enjoy, providing refreshments to families, meeting and greeting families, being friendly and smiling.

Question 9

Identify four (4) developmental milestones that children aged 2 years are expected to achieve. A range of responses were seen, some of which were inappropriate or relevant for a 2-year-old and were milestones that would relate to a young baby, such as rolling over. Some learners gave examples of behaviours rather than milestones.

Question 10

Most learners discussed how one activity would promote children's holistic development. They gave clear examples, and made links, using subject specific terminology such as developing the use of fine motor skills, or problem solving for cognitive development. Some learners forgot to include an actual activity to discuss, which limited marks awarded. To obtain higher marks the

learners could be clearer about how different aspects of development would come into play with an activity. The level of explanation tended to be "children can develop their language skills by talking to each other" rather than "children could learn new words such as 'match' when playing snap".

Question 11

Many learners could explain how one area of child development may impact on another area of a child's development, again using clear examples.

Question 12

This question required learners to identify two items of play equipment that could be provided in the outdoor play space to promote physical development of a child aged 4 years and then explain how each item of equipment could promote physical development of a child aged 4 years. Many learners did not relate the activity to physical development, for example they may have explained that an activity helped children to take turns, which limited marks awarded.

Question 13

The childcare practitioner is required to engage in continuing professional development (CPD) to improve their practice. Identify two (2) benefits for a *childcare practitioner* in improving their practice. Learners identified benefits to children / general practice rather than for the practitioner themselves.

Question 14

Learners were able to identify four ways childcare practitioners can complete their CPD.

Question 15

Learners were required to identify the meaning of each letter in the SMART acronym. Most learners attempted this question and achieved some marks, others simply guessed.

Question 16

Learners didn't understand or had forgotten the stages of Gibbs' cycle (Description, Feelings, Evaluation, Analysis, Conclusion, Action Plan), and couldn't remember what happens at each stage. They didn't know how to explain how it helps real-life practice. As a result, many learners did not attempt this question.

Questions 17 and 18

These two questions were focused on partnership working. Some learners lost focus on the structure and simply repeated their response to both questions. Others wrote generic comments that were in the question stem, for example when giving an example of why the practitioner should work in partnership with a professional, they stated to meet or support children's needs.

Question 19

Learners struggled to discuss one reason why the childcare practitioner must be aware of their own boundaries and limitations within their role, there were many vague answers. Clear responses included where learners recognised that practitioners must not impose their personal views on children.

Regulations for the Conduct of External assessment

Malpractice

There were zero instances of malpractice in this assessment. 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 zero instances of maladministration reported in this assessment. 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: Emma McCormick

Date: 12 May 2025