

NCFE CACHE Level 3 Applied General Award for Early Years, Childcare and Education (603/2987/7)
AGAEYCE
Assessment date: 10/03/2020

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 provide a holistic overview as to where learners generally performed well, as well as any areas where further development may be required.

Key points:

- grading information
- raw mark grade boundaries
- administering the external assessment
- assessment structure
- use of word allocation
- criteria requirements and command verbs
- 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.

Grading information

Grade	Distinction	Merit	Pass	NYA	Learners	93
% of learners	12.90	41.95	35.48	9.68	Pass rate	90.32%

Raw mark grade boundaries

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

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](#)).

Issues for centres to consider in relation to AGAEYCE:

Assessment structure

The assessment structure was clear to read, weighting of marks available for each question clearly stipulated on each question. Learners should be reminded to refer to the available tariff points of each question, as well as the AO assessment objective requirements.

Use of word allocation

Allocated sufficient space for learner responses. Some centres provided additional paper for learners to expand on their responses, in most cases this was complete on centre exam additional paper, which included learner information. Ensure all additional paper includes learner name and centre number on, as well as clearly labelling the question the response refers to.

Criteria requirements and command verbs

- Overall learners had a clear understanding of the sectors within childcare and skills and qualities required as a practitioner.
- A small proportion of learners found the concept of CPD difficult to understand, and looked at it from the child's point of view.
- A small proportion of learners looked at supporting teamwork amongst children, rather than staff.
- Overall good understanding of Vygotsky's theory, the higher weighting assessment objectives in some cases was due to learners not making the link of how Vygotsky's theory informs practice.
- Overall learners struggled with this question. Most learners were able to discuss own beliefs, but few included links to own values, and then making the link between this and practice. Learners looked at how practice can negatively be impacted, and did not consider the positive impact values can have on practice.

Regulations for the Conduct of External Assessment

Malpractice

There were no reported instances of malpractice in this assessment window.

Maladministration

There were no reported instances of maladministration in this assessment window.

Chief Examiner: *M Gibson*

Date: 11/05/20