

**NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (EYE)  
(601/8438/3)**

**Assessment: DEYEC1**

**Assessment window:** 23/01/2020 - 10/02/2020

**External assessment task title:** The Early Years Educator supports the holistic needs of the developing child

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
- administering the external assessment
- assessment structure
- use of word allocation
- criteria requirements and command verbs
- referencing of external assessment tasks
- 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	A*	A	B	C	D	NYA	Learners	27
% of learners	0.00	0.00	22.22	74.08	0.00	3.70	Pass rate	96.30

**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 DEYEC1:**

### **Assessment structure**

- A legacy assessment with no changes to the criteria. Title for this submission: Theme 3 – Play, development and learning for school readiness.
- Learners are required to accurately indicate each criterion to which they are responding. Scripts are marked in escalating criterion order from D-A\*.

### **Use of word allocation**

- Centres should encourage learners to utilise the full word allocation in order to develop the discussion in line with escalating criteria requirements.
- Where higher grades had been attempted and not achieved additional words were often available to use to develop the criteria to meet the requirements of the command words.
- Some learners used excessive words to respond to lower grade criteria, limiting their opportunities to attempt the higher grade criteria.

### **Criteria requirements and command verbs**

- Learners are required to relate every criterion to the given title 'Play, development and learning for school readiness'
- Where learners are required to evaluate they must discuss the subject from more than one perspective in order to demonstrate the strengths and limitations of a subject, including conclusive comments to support the evaluation. For this assessment evaluation is a requirement of the A grade criterion.
- Centres could guide learners to the verb explanations for this assessment to ensure understanding of the expectations for the command verbs.

### **Referencing of external assessment tasks**

- Referencing was mainly accurate and clearly identifiable and traceable, meeting the requirements for the assessment although referencing styles vary from centre to centre and learner to learner.
- Learners should not include D3/C3/B3 and so on as a separate criterion. References should be incorporated into work as it is written.

## **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: Shirley Jackson-Hulme

Date: 30 03 2020