

## NCFE CACHE Level 3 Applied General Award for Early Years, Childcare and Education (603/2987/7)

## NCFE CACHE Level 3 Applied General Certificate for Early Years, Childcare and Education (603/2988/9)

**Assessment Code:** AGAEYCE

**Paper number:** P002313

**Assessment date:** 6 June 2024

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 and any areas where further development may be required.

Key points:

- grade boundary information 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	35	47	60

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

Grade	NYA	Pass	Merit	Distinction	Learners	75
% of learners	2.67%	9.33%	33.33%	54.67%	Pass Rate	97.33%

### 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 \(QSID\)](#).

### Evidence creation

Learners' work was well presented.

### Standard of learner work

There were some excellent examples of learner responses, demonstrating that learners were well prepared for the assessment. Most learners attempted to answer all questions and were able to access the higher grades.

Learners did well on questions which required them to describe 'what' or 'how' something should be done. In previous papers, learners have struggled to analyse or discuss in detail for the higher marks to be awarded, this was much improved for this paper. Learners were able to apply the command verbs and extend responses their overall. Preparing learners for the rigour of the longer questions improves their overall marks within the examination. Learners are reminded to read the case study prior to answering the questions, and to keep referring to this when preparing to respond appropriately.

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

### Question 1

Most learners could identify four other transitions that Chloe may experience from birth to 19 years that may have an effect on her development. Some learners included the transition that was already stated in the question, and therefore lost a mark.

### Question 2

Learners could correctly identify two responsibilities the childcare practitioner may have when working in a nursery.

### Question 3

Many learners struggled to clearly describe two clear differences and similarities between a day nursery and a primary school. For example, often making general descriptions such as the opening hours. The response needed to be clear, for example both settings provide meals and snacks throughout the day. Both settings are inspected by Ofsted.

### Question 4

Some learners struggled to develop their response in terms of being able to explain how playing in the role play area supports the development of a physical skill, and a social skill. For example, a clear explanation might include when taking turns with the medical equipment in the role play area, Chloe will play cooperatively, sharing with her friends and peers

### Question 5

Most learners could correctly identify four milestones Chloe would be expected to meet at aged 4 years.

### Question 6

Learners made a good attempt to discuss reasons why Chloe is exceeding expected milestones for language development, often using the information in the initial case study to influence their response, for example the fact that Chloe enjoys role play supports conversation for social interaction and problem solving, as part of a group.

### Question 7

Most learners could correctly identify the meaning of resilience, but often struggled to give an actual example of a behaviour that may show Chloe is lacking resilience, for example, does not attempt the activity when she finds it difficult.

### Question 8

Many learners were able to identify relevant ways that the childcare practitioners can support Chloe to develop confidence, some then struggled to describe how each way will support the development of Chloe's confidence. To extend the response, learners should clearly identify the way, and then describe how it will support Chloe. For example, praise Chloe when she tries something new, this will make Chloe feel good about her efforts, developing her confidence.

**Question 9**

Learners should explain why it is important that Chloe develops resilience to support her transition to the primary school. The response must link specifically to Chloe, and not be generic in terms of why resilience is important.

**Question 10**

Most learners correctly used the ticks in the table, to identify whether family, health and motivation are physiological or psychological impositions.

**Question 11**

Most learners were able to name three other theorists who have made suggestions about how children learn and develop. Theorists related to teamwork were not accepted.

**Question 12**

In question 12 (a) learners struggled with this question and could not name two other ecological systems that Bronfenbrenner identifies. This also impacted on their ability to describe how one aspect included in any of the ecological systems could influence a child's development for question 12 (b). Responses were vague and demonstrated some gaps in knowledge on Bronfenbrenner.

**Question 13**

Learners were able to clearly identify two professional qualities that Miss Nowak should have, and explained why each quality is important when supporting Chloe's transition to the primary school. The responses were required to clearly link back to Chloe, for example being a good listener means that Chloe can share any worries she has about the transition which will help reduce her anxiety.

**Question 14**

Learners could clearly explain why it is important that Miss Nowak has written medical information when planning to meet Chloe's needs.

**Question 15**

Learners could clearly explain one relevant other way that Miss Nowak could gain more knowledge about how to manage Chloe's medical needs.

**Question 16**

There were some excellent discussions on how reflecting on her own practice will help Miss Nowak to support Chloe during the transition. Again, marks were awarded were learners linked their response to Chloe's needs, rather than general discussions about the importance of reflective practice. Responses should not have included learning from previous mistakes as this question is focused on supporting Chloe during the transition. Learners were also able to include relevant theory to develop their response.

### **Question 17**

Learners were required to identify two ways to ensure effective teamwork between Miss Nowak and the other childcare practitioners at the day nursery, and then explain how each way may support Chloe's positive transition to the primary school. Some learners repeated their response, giving the same example. There were further examples where learners did not relate the response to Chloe's needs. A response might have included, listening to each other will ensure Chloe's interests and preferences are known, which can be then used when planning transition activities.

### **Question 18**

Learners were required to discuss one theory of teamwork that Miss Nowak may apply to her practice when working at the primary school. One mark was awarded for a discussion point of a theory of teamwork that Miss Nowak may apply to her practice when working at the primary school, up to two marks. Learners struggled with this question, in terms of the application. For example, Tuckman's stages of group development relate to the different stages teams go through to build an effective team – Miss Nowak can use this theory to understand that it may take time for her to become an established part of the team and that she must persevere with developing her role within the team.

### **Question 19**

Learners gave excellent responses in their discussion of why it is important for Miss Nowak to talk to Chloe's parents about what happened during this visit. Learners needed to link their response back to Chloe's situation, rather than discuss the importance of partnership working with parents.

### **Question 20**

Learners were able to use clear and relevant examples to explain one way that Miss Nowak can help Chloe make friends at the primary school. For example, Miss Nowak could introduce a 'buddy bus stop' where children can sit if they do not have someone to play with – this provides an opportunity for Chloe to interact with children and make new friends.

## **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 on the assessment.

### **Maladministration**

No maladministration was 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: Emma McCormick**

**Date: 22 July 2024**