

CACHE Level 3 Applied General Award for Early Years, Childcare and Education - 603/2987/7

Assessment Code: AGAEYCE

Paper number: P001777

Assessment date: 8th March 2023

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
- Evidence creation
- Standard of learner work
- Responses of the 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.

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	Pass	Merit	Distinction
Raw mark grade boundaries	35	47	60

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

Grade	NYA	Pass	Merit	Distinction	Learners	95
% of learners	7.37	23.16	54.74	14.74	Pass Rate	92.63

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 Document \(QSID\)](#).

Evidence creation

Students should use the space provided to answer questions. Where answers are typed or additional pages included, the learners name, centre number, centre name and task number must be clearly visible. The additional paper must then be securely attached to the workbook. There were examples of papers where students had written outside of the response boxes, this sometimes made it difficult for Examiners to read responses.

Standard of learner work

There have been some positive responses, demonstrating that Students were generally prepared for the assessment.

Students answered the questions relating to theory effectively in this paper, articulating their response by using clear practice examples, and therefore clearly demonstrating their understanding.

Most Students attempted to answer all questions and were able to access the higher grades, yet there were examples of papers where several questions were not attempted. Students should attempt to answer all the questions.

Preparing Students for the rigour of the longer questions would improve their overall marks within the examination. Some of the responses in this paper lacked breadth and depth of knowledge and understanding, particularly when required to analyse and discuss. Students should consider the number of marks available when developing responses to extended questions.

Providers could provide Students with revision of the verb explanations for this assessment to ensure understanding of the expectations for the command verbs.

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

Question 1a

Most Students correctly identified one childcare setting which could be attended for placement.

Question 1b

The response should include sectors and not types of childcare provision.

Question 2a/2b

Most Students gained marks for this question, giving clear descriptions and corresponding consequences.

Question 3

Most Students gained a mark for this question, correctly explaining how sharing information supports effective teamwork.

Question 4

Some Students were unfamiliar with terms relating to Belbin's team roles

Question 5

Most Students answered this question fully, effectively identifying and describing ways to maintain children's safety in a setting.

Question 6

Most Students were able to identify one safety policy used in a setting.

Question 7

There were some positive responses which clearly demonstrated an understanding of the need to follow the settings policies and procedures. Some responses lacked analysis, and simply described what policies and procedures are, or gave examples. Some responses were repetitive.

Question 8

The milestones must be appropriate to the age of a 2-year-old child and must be clear. There were some vague responses such as 'speaks a lot of words' which is too general.

Question 9

Most students answered this question effectively, making clear links between diet and nutrition, and the effect this has on holistic development.

Question 10

The 2 routines must be described in relation to physical development to demonstrate an understanding of the link between them. Some Students made links to other areas of development.

Question 11

Most students could accurately describe how a group singing activity could promote each area of development identified.

Question 12

Most Students were able to correctly identify the 3 biological factors affecting children's development

Question 13

Most Students were able to give 2 clear reasons for meeting the individual needs of children

Question 14

Students answered the questions relating to theory effectively, articulating their response by using clear practice examples, and therefore demonstrate their understanding.

Question 15

The definitions given also included examples providing they clearly demonstrate an understanding of each term - transition and resilience.

Question 16

Many Students were unable to accurately put Maslow's Hierarchy stages in the correct order.

Question 17

Responses should be examples of positive attachment examples, not negative, and should be 3 different examples, not be repeated or paraphrased.

Question 18

The discussion should focus on positive primary attachment, not negative, and should be focused on emotional development. There were some responses which discussed the impact of negative attachment, and this was discussed more generally rather than linking it clearly to emotional development.

Question 19

There were some appropriate examples of scaffolding given. Some Students described scaffolding rather than describing ways that scaffolding could be used.

Question 20

The examples of Government policies must aim to support 'families with young children,' rather than be setting policies, or the EYFS (Early Years Foundation Stage).

Question 21

Examples or methods were clearly used when describing ways that that CPD (Continuing Professional Development) can support practitioners to improve their own practice.

Question 22

Some Students were unfamiliar with the concept of SMART targets.

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: 24th April 2024