

NCFE

CACHE

Chief Examiner Report

**NCFE CACHE Technical Level 3 Certificate in
Childcare and Education
QN: 601/8436/X
NCFE CACHE Technical Level 3 Diploma in
Childcare and Education (Early Years Educator)
QN: 601/8437/1**

Assessment code: CCE1

Paper number: P002636

**Assessment window: 15 January – 31 January
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 window.

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

Key points:

- grade achievements
- administering the external assessment
- standard of learner work
- assessment structure
- use of word allocation
- criteria requirements and command verbs
- referencing of external assessment tasks
- assessment criteria (AC)
- 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 achievements

Grade	NYA	D	C	B	A	A*	Learners	589
% of learners	7.30%	15.11%	51.10%	17.15%	8.83%	0.51%	Pass rate	92.7%

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.

Standard of learner work

The theme for this assessment was 'Practitioners promote children's health in early years settings'. Most learners were able to demonstrate their knowledge and understanding of promoting health and could apply this to their responses.

Many learners used their placement experience to enhance their responses, giving some clear practical examples of where they had applied their knowledge of promoting health in the setting.

Most learners used correct professional language throughout their responses.

Assessment structure

Centres should ensure that all learners have read and understood the 'External Assessment task' document and understand that they need to apply the 'Information for Learners' when completing their assessment.

Some learners did not stay focused on the title of the assessment which consequently impacted upon them achieving the relevant criteria. Where learners kept clear focus on the title of promoting children's health, they were more successful at achieving the higher grades.

Some learners submitted references as a separate criterion; it should be noted that all references must support responses given in each grade and should not be submitted as a separate criteria.

Use of word allocation

Most learners used all, or a good proportion of the allocated wordcount when completing their assessment.

Some learners did use a large proportion of their word count when completing the lower grades which then resulted in attempts in the higher grades being underdeveloped.

Criteria requirements and command verbs

Most learners demonstrated the correct use of command verbs when responding to the criteria, where this was not the case learners were referred which impacted upon their grade. Lack of application of the command verbs was often evident in the A grade responses.

Some learners whilst staying focused on the criteria lost focus on the title, which therefore limited grades.

Referencing of external assessment tasks

Overall, it was pleasing to see that referencing was completed appropriately by most learners.

There are however still some learners who would benefit from support to help them understand referencing and academic writing skills.

There were instances where some learners did not include clear sources, therefore these references were not identifiable, and this resulted in the reference criterion being referred.

Some learners need to clearly show where citations start and end, so it is clear what is sourced and what is their own work.

Assessment criteria (AC)

D criteria

- D1/D2 Most learners applied their knowledge and understanding when responding to this section often using clear examples from practice. A few learners lost focus on the title which resulted in a refer.
- D3 A few learners did not clearly identify references, or submitted references as a separate criterion; this impacted upon their grade

C criteria

- C1 Most learners were able to clearly describe policies or procedures that underpin practice, often with some very clear examples from the setting. A few learners only gave one policy or procedure which limited their grade.
- C2 There were some very clear responses in this section as learners demonstrated their placement experience, by giving various routines and / or activities they had observed or taken part in.
- C3 A few learners did not clearly identify references, or submitted references as a separate criterion; this impacted upon their grade

B criteria

- B1 Some learners would benefit from reading the question requirements clearly and focus on one theory or piece of legislation to develop their discussion fully. In some cases where learners included many theorist / philosophical approaches, responses were underdeveloped.
- B2 Some learners lost focus on the title and gave generic responses here or omitted to include two or more ways.
- B3 A few learners did not clearly identify references, or submitted references as a separate criterion; this impacted upon their grade

A criteria

- A1 Learners often did not focus on the command verb 'analysis'. In addition, some learners lost focus on the requirements of the criteria and discussed the general requirements of an enabling environment.
- A2 Learners were required to analyse partnership working with families and other professionals. Some learners concentrated on their own partnership work and either emitted or included limited reference to working with other professionals. Links to the title were sometimes tenuous and not developed.
- A3 A few learners included references from the same source which impacted upon their grade. The two referenced quotations must be from different sources and support the evaluation.

A* criteria

- A*1 Responses to this section were often underdeveloped and strengths and/ or limitations were often omitted with little reference to the impact of the framework or legislation. There were also often weak links to the title.

- 1 • A*2 Some learners completed this as a separate criterion explaining their wider reading. Centres need to
- 2 remind learners that wider reading must be demonstrated as traceable quotations within the response to A*1
- 3 to support their critical discussion

Regulations for the conduct of external assessment

Malpractice

There were three 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

There were zero instances of maladministration 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: Kathy Hurt

Date: 1 April 2025

