

NCFE CACHE Level 3 Extended Diploma for Children's Care Learning and Development (Northern Ireland) (603/7477/9)

Assessment: CCLDNI EDEA

Submission date: 19 January 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 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
- 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

CCLDNI EDEA 1

Children's development

Grade	NYA	D	C	B	A	A*	Learners	52
% of learners	3.85	0.00	15.38	50.00	28.85	1.92	Pass rate	96.15

CCLDNI EDEA 2

Children's play and learning

Grade	NYA	D	C	B	A	A*	Learners	19
% of learners	0.00	0.00	31.58	15.79	52.63	0.00	Pass rate	100.00

CCLDNI EDEA 3

Safeguarding the health, safety and wellbeing of children

Grade	NYA	D	C	B	A	A*	Learners	16
% of learners	0.00	0.00	18.75	37.50	43.75	0.00	Pass rate	100.00

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 for Delivery](#) document (QSID).

Standard of learner work

Assessment structure

- Centres are encouraged to continue to support learners to clearly identify individual criteria being responded to throughout the assessment. This supports learners to remain focused on both the criteria requirements and the chosen theme.
- Where criteria were combined for this submission, learners often lost focus on the full requirements of individual criteria. This was particularly evident in the higher grades.
- Clear identification of a limited number of relevant key issues in the D grade, has enabled learners to develop the discussion related to key issues throughout the escalating grades.
- Centres are advised to encourage learners to carry out research before completing the assessment. In some cases, learners produced formulaic content containing the same theorists/theories. This may limit further progression amongst cohorts.

Use of word allocation

- Centres are encouraged to continue to support learners to utilise the full word allocation to attempt escalating grade criteria in the depth and detail required.

Criteria requirements and command verbs

- There were some instances of learners losing focus on the criteria requirements and command word within the A and A* grades.
- For evaluation learners must look at the subject from more than one perspective and provide reasoned judgements or conclusive comments.

- Centres are advised to encourage learners to acknowledge the full criterion requirements and command word for A2, as underdeveloped discussion has prevented some learners from achieving an overall A grade.
- Learners must maintain focus on the chosen theme throughout the assessment and in relation to all grades.

Referencing of external assessment tasks

- Referencing criteria were achieved where learners had used references appropriately to support their own ideas and opinions and show evidence of reading and research.
- Centres are reminded that references are required within each grade to achieve that grade. In some cases, a lack of references to support discussion, has limited achievement of the overall grade.
- Over-reliance on source material, in place of own knowledge and understanding of subjects, has limited achievement in some scripts.
- Centres and learners should acknowledge that evidence of wider background reading selectively used is required where A* criteria are attempted.

Assessment criteria

CCLDNI EDEA

D Criteria

- Clear identification of a limited number of key issues in the 'D' grade has enabled learners to develop discussion through the required breadth and depth.
- Clear identification of a limited number of key issues in the 'D' grade has enabled learners to develop relevant discussion for higher grades, specifically A1.

C Criteria

- Effective use of practice examples has supported learners' discussion of sector relevant values and underpinning principles.
- Many learners were able to describe an enabling environment linked to the chosen theme.

B Criteria

- Centres are reminded that the discussion submitted for B1 must be developed through discussion to show the relevance of a theory/approach in contributing to the chosen theme. Content submitted for this grade should not be descriptive.
- Centres are reminded that learners should not submit generic content for B2 but ensure that the discussion relates specifically to the chosen theme.

A Criteria

- Where the discussion was effectively developed in the D grade to look at aspects of the theme/key issues from more than one perspective, A1 was achieved.
- Centres are advised to encourage learners to acknowledge the full criterion requirements and command word for A2, as underdeveloped discussion has prevented a number of learners from achieving an overall A grade.

A* Criteria

- A* criteria requirements must be acknowledged by learners and responses should fulfil all requirements. It is advised that the A* criteria is not attempted holistically within work or combined with lower grade evidence.

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 instances of maladministration were 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 Ward

Date: 16 March 2023