

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

Assessment: AGCEYCE

Submission window: 09/01/2024 - 24/01/2024

This report contains information in relation to the external assessment from the chief examiner, with an emphasis on the standard of student work within this assessment window.

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

Key points:

- grade boundary information
- administering the external assessment
- standard of student 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 students should not sit the external assessment until they have taken part in the relevant teaching of the full qualification content.

Grade boundary information

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

Grade	NYA	P	M	D	Students	30
% of students	16.67	23.33	23.33	36.67	Pass rate	86.67%

Administering the external assessment

The external assessment is invigilated and must be conducted in line with our regulations for the conduct of external assessment. Students may require additional pre-release material in order to complete the tasks within the paper. These must be provided to students in line with our regulations.

Students 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 student work for AGCEYCE

Assessment structure

There were some excellent examples of student responses, demonstrating that students were prepared for the assessment. Overall, some of the responses in this paper lacked breadth and depth of knowledge and understanding to achieve the higher marks.

Responses for each criteria must remain focused on the title throughout: 'Practitioners promote diversity in early years settings'.

Use of word allocation

It is recommended that students make effective use of the full word limit to meet the requirements of the criteria. In some cases, students applied equal weighting or words to each grade profile (Pass/Merit/distinction), thus limiting the amount of detail expressed in higher grade criteria. References do not contribute towards the final word count.

Providers are reminded to allocate the full time of 8 hours to meet the regulations for the assessment. The permitted time must not be decreased. Students must be given the opportunity to complete the full amount of time for the external assessment.

Criteria requirements and command verbs

Students should be encouraged to think about the key words within each criteria to make sure that their information covers all essential points. It might be useful for students to carefully construct their response and to maintain focus on the title, for example by writing. 'One reason this is important is that..., the second reason is....'and so on.

Providers could provide students with revision of the verb explanations for this assessment to ensure understanding of the expectations for the command verbs. For example, 'describe' requires students to extend and develop their writing and responses. Criteria explanations must be read carefully to ensure requirements are understood and met fully, particularly where more than one way/reason is required.

Referencing of external assessment tasks

Overall, many students demonstrated a reasonable grasp of the referencing requirements, using appropriate quotations to support their knowledge. Referencing was noticeably improved for this assessment window. Quotes must be identifiable and traceable; for example, where quotations are used, the examiner must be able to clearly trace where the information was sourced.

P1 criteria

Students made an excellent attempt at P1, in most cases, giving clear reasons of the importance of meeting children's needs in relation to the title.

P2 criteria

Two more policies or procedures which underpin practice must be described in relation to the title. Students are required to describe relevant policies and procedures rather than explaining Legislation, some students confused policies and procedures with Legislation or Statutory guidance. Students must describe two or more policies or procedures which underpin practice and relate to the title. For example, a policy should state the overriding principle of practice, setting out a clear aim, while a procedure should set out the actual steps to be taken and followed. Relevant policies or procedures related to the title may have included clear links to inclusion, SEND, and equality.

P3 criteria

Students demonstrated an effective understanding of the various aspects that contribute towards an enabling environment, using clear and relevant examples to demonstrate their understanding. Some of the examples lacked a link to the title, and some were very brief. Criteria explanations must be read carefully to ensure requirements are understood and met fully, particularly where more than one way/reason is required.

M1 criteria

Students showed an understanding of theoretical approaches, however, in some cases did not discuss approaches in relation to the title. Other students discussed philosophical approaches, attempting to discuss the impact of these on learning and development in relation to the title, often resulting in unclear responses. It would be beneficial if students discussed a theoretical approach which clearly links to the title, rather than attempting to make loose, and general links. For example, Vygotsky's theory states that through interactions with peers and adults from diverse backgrounds, children can learn from each other, share ideas, and scaffold each other's learning.

M2 criteria

Students did not always approach the components of the criteria, focusing on child-centred practice rather than looking at child-centred planning as a method of meeting a child's individual needs. Some students made no relevant links to the title which restricted achievement. Some students did not apply enough detail to their responses; adding detail would have added depth and breadth. Students would need to make stronger links to the title to achieve higher marks. Students who did achieve, demonstrated a clear understanding of child-centred planning and how it can be implemented to promote diversity, using clear and relevant examples. For example, child-centred planning helps the practitioner to recognise that children have different learning styles, abilities, and needs.

D1 criteria

Criteria explanations must be read carefully to ensure requirements are understood and met fully. Two strategies used to support children must be evaluated to demonstrate both the strengths and limitations

of each strategy. The strategies must also be from more than one perspective for example the child, the practitioner (s), the parent, or a group of children. Where students achieved, they covered all elements of the criteria, and clearly linked these back to the title. Students must avoid description, unrelated comments, or bullet points. The strategies must be in relation to the title. It may be helpful for students to understand the broad term 'strategy', which can be a plan or a method to support children, for example observing children, partnership working, or outdoor play, rather than attempt to use theories or philosophical approaches. A clear example might be to organise activities and events that celebrate diversity. Holding cultural festivals, heritage days, or international food fairs where children and families can share and learn about each other's cultures. However, there may be limitations in involving some families due to language barriers, or cultural differences.

D2 criteria

In some cases, wider background reading was not evident. It would be helpful for providers to suggest a reading list to students, and for students to submit a bibliography/reference list.

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 McCormick

Date: 02/04/2024