

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

**AGCEYCE**

**Assessment window:** 13/01/2021 to 05/02/2021

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 provide a holistic overview as to where learners generally performed well, as well as any areas where further development may be required.

**Key points:**

- grading information
- administering the external assessment
- assessment structure
- use of word allocation
- criteria requirements and command verbs
- referencing of external assessment 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.

**Grading information**

Grade	Distinction	Merit	Pass	NYA	Learners	7
% of learners	0.00	0.00	85.71	14.29	<b>Pass rate</b>	85.71

**Administering the external assessment**

The external assessment is supervised 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](#)).

## **Issues for centres to consider in relation to AGCEYCE:**

### **Assessment structure**

- The assessment structure was clear to read, the explanation provided additional guidance to the learner. Ensure learners are supported and are able to acknowledge the academic expectation differentiation between grade profiles. Ensure learners can break criteria up too.

### **Use of word allocation**

- In some cases, learners applied equal weighting or words to each grade profile, such as pass/merit/distinction, limiting the amount of detail expressed in higher-grade criteria.

### **Criteria requirements and command verbs**

- P2: A small number of learners found the concept of a policy difficult, confusing policies with words associated with equality and diversity, although procedures were implied associated with the narrative.
- M1: learners showed understanding of theoretical approaches, however did not discuss approaches in relation to the title in some cases, others did not discuss the theoretical approach in the context of impact on children's learning. Learners did not consider the impact of the theoretical approaches to practice; responses were descriptive and more of an introduction to a theoretical approach.
- M2: learners did not approach the components of the criteria, concentrating mainly on child-centred practice rather than looking at child-centred planning as a tool for meeting a child's individual needs. Some learners did not apply enough detail to their responses, adding detail would have added depth and breadth. Learners would need to make stronger links to the title.
- D1: learners appeared confused on the meaning of 'strategy' and in some cases did not apply the command verb 'evaluate'.
- D2: wider background reading was not evident; in some cases no quotes were used to support the discussion of the evaluation.

### **Referencing of external assessment tasks**

- Learners have good grasp of referencing requirements.
- Learners would benefit from increasing their reading remit to support higher-grade profiles, particularly distinction criteria.

## **Regulations for the Conduct of External Assessment**

### **Malpractice**

There were no reported instances of malpractice in this assessment window.

### **Maladministration**

There were no reported instances of maladministration in this assessment window.

Chief Examiner: M Gibson

Date: 26/03/21