

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

Assessment: AGCEYCE

Submission date: 12 January 2023 – 27 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 boundary information
- 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 boundary information

Grade	NYA	Pass	Merit	Distinction	Learners	48
% of learners	18.75	20.83	52.08	8.33	Pass rate	81.25

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

Overall, some of the responses in this paper lacked breadth and depth of knowledge and understanding in order to achieve the higher criteria. Responses for each criterion must remain focused on the title throughout, 'Play supports children's holistic development'; many NYA criteria were due to lack of clear and relevant links made to the Assessment title.

Assessment structure

The assessment structure was clear to read, the explanation provided additional guidance to the student.

Use of word allocation

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. Students are reminded to use the full word allocation to develop the discussion in line with the criteria requirements and the title. 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 should not be decreased. Students must be given the opportunity to complete the full amount of time for the external assessment. Providers must take this into account when timetabling the session.

Some planning sheets were submitted, and these are not required.

Criteria requirements and command verbs

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. 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.

Referencing of external assessment tasks (P3 and D2 criteria)

Overall, students have a reasonable grasp of referencing requirements, using appropriate quotations to support their knowledge. There were some instances where references and use of quotes were submitted as their own criterion. The assessment information given to students clearly states that

references must support responses given in each grade and should not be submitted as a separate criterion.

Providers could support students with effective referencing skills. Quotes must be identifiable and traceable; some students did not achieve a Pass due to a lack of referencing skills and should refer to the guidance provided. For example, where quotations are used, the Examiner must be able to clearly trace where the information was sourced.

Assessment Criteria

P1

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

P2

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 with legislation.

P3

Students demonstrated an effective understanding of the various aspects that contribute towards an enabling environment, using clear and relevant examples to demonstrate their understanding. Students were able to describe the characteristics of an enabling environment, although some of the examples lacked a link to the title.

M1

Students showed some understanding of theoretical approaches, however, in some cases did not discuss approaches in relation to the title. Other students discussed philosophical approaches yet in some cases were still able to discuss the impact of these on learning and development in relation to the title. It would be beneficial if students discussed a theoretical approach which clearly links to the title, for example in this assessment, Maslow's theory/approaches taught in unit 2 would have been relevant.

M2

Some students did not 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. Students who did achieve, demonstrated a clear understanding of child-centred planning and how it can be implemented to support holistic development.

D1

Two different strategies used to support children must be evaluated to demonstrate both the strengths and limitations of each strategy. Students must avoid description, unrelated comments, or bullet points. The strategies must be in relation to the title. 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, including different perspectives, strengths, and limitations of the strategies, and clearly linked these back to the title.

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: E. McCormick

Date: 1 March 2023