

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

Assessment: AGCEYCE

Submission date: 24 April 2022 – 18 May 2022

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

Assessment theme (if more than one theme, duplicate)

Grade	NYA	P	M	D	Learners	44
% of learners	22.73	31.82	31.82	13.64	Pass rate	77.27

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 for AGCEYCE

Overall, some of the responses in this paper lacked breadth and depth of knowledge and understanding. Responses for each criterion must remain focused on the title throughout, 'Childcare practitioners promote children's cognitive development', many NYA criteria were due to lack of links made to the given title and limited understanding of the difference between policies or procedures and legislation, to achieve the Pass criteria.

Assessment structure

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

Use of word allocation

- In some cases, learners applied equal weighting or words to each grade profile (Pass/Merit/Distinction), thus limiting the amount of detail expressed in higher grade criteria. Learners 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.
- Centres are reminded to allocate the full time of 8 hours to meet the regulations for the assessment. The permitted time must not be decreased. Learners must be given the opportunity to complete the full amount of time for the external assessment. Centres must take this into account when timetabling the session.

Criteria requirements and command verbs

Centres could provide learners with revision of the verb explanations for this assessment to ensure understanding of the expectations for the command verbs. For example, 'describe' requires learners 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, learners have a good grasp of referencing requirements, using appropriate, traceable 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 learners clearly states that references must support responses given in each grade and should not be submitted as a separate criterion, they must be used withing the body of the work to support Learners own understanding, and not simply used an 'add-on'.

Assessment criteria

P1 criteria

Learners 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. Learners are required to describe relevant policies and procedures rather than explaining Legislation, some Learners confused policies and procedures with Legislation or Statutory guidance. Learners 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.

P3 criteria

Learners were able to describe the characteristics of an enabling environment, although some of the examples lacked a clear link to the title.

M1 criteria

Learners showed an understanding of theoretical approaches, however, in some cases did not discuss approaches in relation to the title. Other learners 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 learners discussed a theoretical approach which clearly links to the title, for example in this assessment, Cognitive Development theory/approaches taught in unit 2 would have been relevant.

M2 criteria

Learners 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 learners made no relevant links to the title which restricted achievement.

D1 criteria

Criteria explanations must be read carefully to ensure requirements are understood and met fully, particularly where more than one way/reason is required. Two strategies used to support children must be evaluated to demonstrate both the strengths and limitations of each strategy. Learners must avoid description, unrelated comments, or bullet points. The strategies must be in relation to the title. It may be helpful for Learners to understand the broad term 'strategy,' which can be a plan or a method to support children, for example being calm, listening, being a role model.

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: 6 July 2022