

**3605-31/32 – Level 3 Advanced Technical
Diploma in Early Years and Childcare
(540) / Level 3 Advanced Technical
Extended Diploma for the Early Years
Practitioner (Early Years Educator) (1080)**

2018

Examiner Report

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Introduction

This document has been prepared by the Chief Examiner, it is designed to be used as a feedback tool, for centres to use in order to enhance teaching and preparation for assessment. It is advised that this document be referred to when preparing to teach and then again when candidates are preparing to sit examinations for City & Guilds Technical qualifications.

This report provides general commentary on candidate performance and highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat the March 2018 examination series. It will explain aspects which caused difficulty and potentially why the difficulties arose, whether it was caused by a lack of knowledge, poor examination technique or responses that failed to demonstrate the required depth of understanding.

The document provides commentary on the following assessment;
3605-035/535 Level 3 Early Years and Childcare - Theory exam

Theory Exam - March 2018

Grade Boundaries and distribution

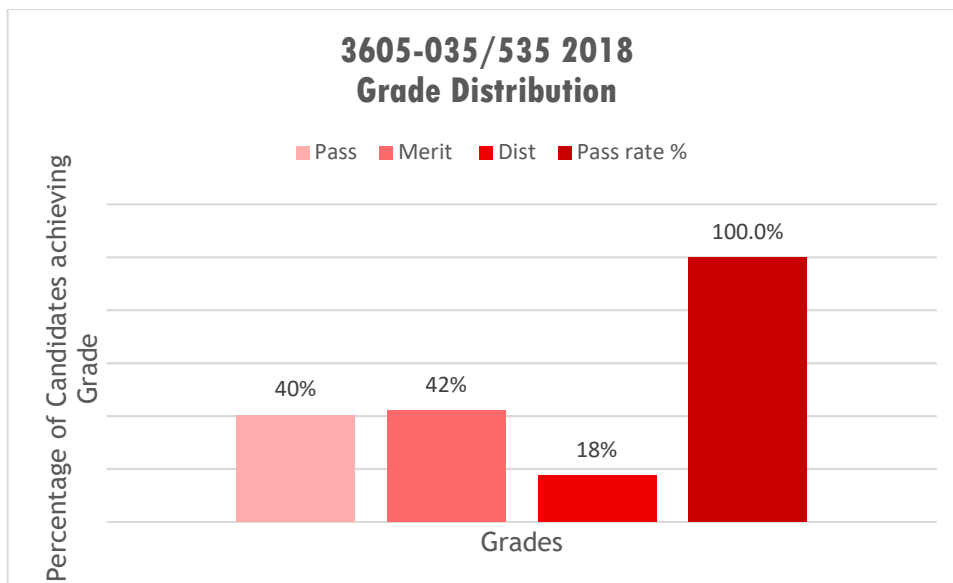
Assessment: 3605-035/535

Series: March 2018

Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Total marks available	80
Pass mark	32
Merit mark	43
Distinction mark	55

The graph below shows the distribution of grades and pass rates for this assessment;



Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 3605-035/535

Series 1 (March)

This examiner report relates to the first cohort of candidates that sat the 3605-035/535 Level 3 Early Years and Childcare March 2018 examination.

Overall, the answers provided by candidates reflect a good understanding of the topics covered within the exam. It was also positive to see some of the candidates referring to and discussing theorists within their answers even though it was not a specific requirement of the question; this reflects the knowledge the students are retaining and linking to suggested practice. It was also positive to see some candidates identifying and discussing legislation within their answers.

A good understanding was shown regarding health and safety in general, equality and with regards to barriers which may make partnership working with children and their families more difficult.

Whilst some candidates discussed theorists and their theories this tended to be restricted to the more well-known theorists and this became apparent within the answers to the questions specifically aimed at theorists and their theory. Limited understanding shown regarding specific play theory was shown.

Candidates' answers reflected limited understanding with regards to the role and responsibilities of other professionals within early years and their own role in working with these professionals.

Common issues concerning exam technique was identified, for example, candidates did not always read questions correctly and therefore did not answer the focus of the question. Subsequently, they did not display adequate knowledge and understanding across the breadth of the qualification. It would be beneficial to cover exam techniques and have an understanding of the command verbs so candidates are prepared to provide the level of depth and/or breadth of answers required.

Extended response question:

Within the stretch question, only a few candidates were able to discuss several of the key indicative points in detail. These gave answers which showed excellent depth and breadth of understanding the topic area; providing clear recommendations and justifications as well as discussing different theory used within current practice. The majority of candidates were able to discuss some of the key indicative points, however, their answers lacked the depth and breadth required for the higher marks to be accessed. In general they were able to provide relevant and positive suggestions for supporting the child and partnership working. A few candidates provided very basic and limited information within their answer which reflected limited understanding of the topic.