

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

2019

Qualification Report

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Introduction

This document has been prepared by the Chief Examiner and Principal Moderator; it is designed to be used as a feedback tool for centres in order to enhance teaching and preparation for assessment. It is advised that this document is referred to when planning delivery and when preparing candidates for City & Guilds Technical assessments.

This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It 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 assessments in the 2019 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments:

Year 1

- 3605-31 Level 3 Advanced Technical Diploma in Early Years and Childcare (540)
 - 3605-535/035 Level 3 Early Years and Childcare – Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
 - 3605-039 Level 3 Early Years and Childcare – Synoptic Assignment

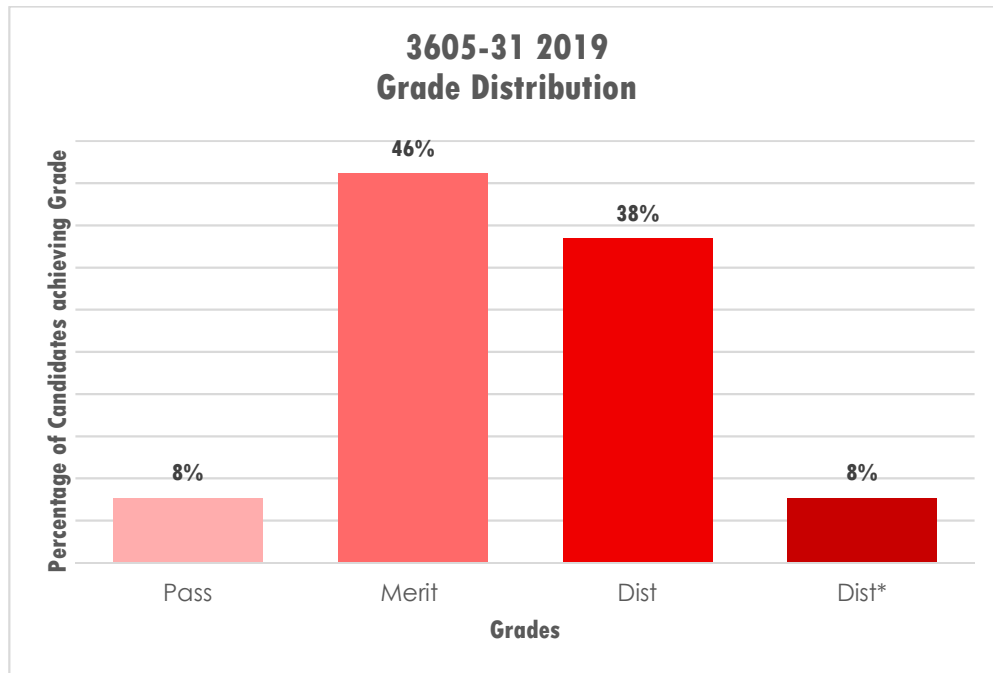
Year 2

- 3605-31 Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080)
 - 3605-535/035 Level 3 Early Years and Childcare – Theory exam
 - March 2019 (Spring)
 - June 2019 (Summer)
 - 3605-036 Level 3 Early Years Practitioner – Assignment
 - 3605-037 Level 3 Early Years Practitioner – Synoptic Assignment

Qualification Grade Distribution

3605-31 Level 3 Advanced Technical Diploma in Early Years and Childcare (540)

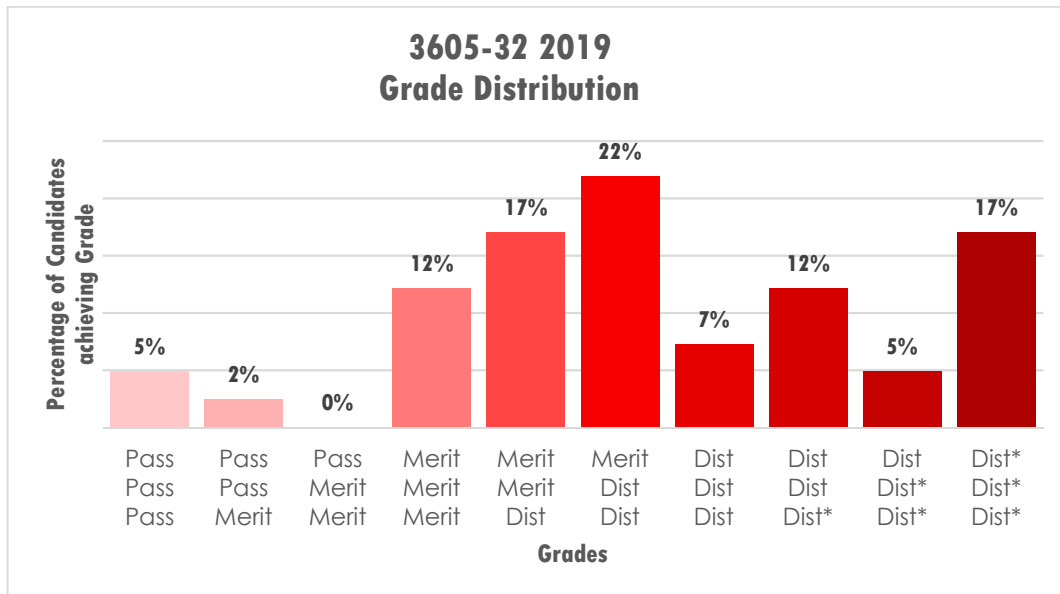
The grade distribution for this qualification is shown below:



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

3605-32 Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080)

The grade distribution for this qualification is shown below:



Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown above could include performance from previous years.

Theory Exams – Year 1

3625-31/32 Level 3 Advanced Technical/ Extended Diploma for the Early Years Practitioner (Early Years Educator) (540/1080)

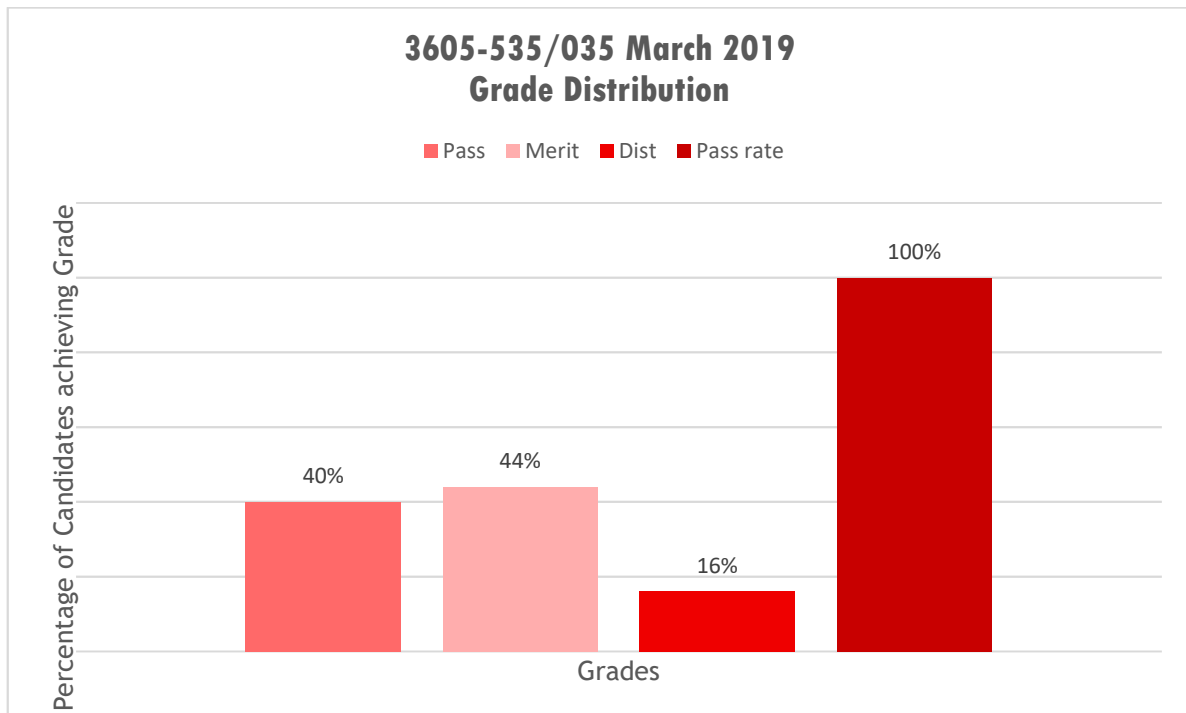
Grade Boundaries

Assessment: 3605-535/035
Series: March 2019 (Spring)

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

Total marks available	80
Pass mark	32
Merit mark	44
Distinction mark	56

The graph below shows the approximate distributions of grades and pass rate for this assessment:



Chief Examiner Commentary

3605-0535/035 Level 3 Early Years - Theory exam

Series 1 – March 2019

The overall candidate performance demonstrated a good level of recall of knowledge and showed reasonable depth and breadth of understanding across the topics covered within the paper. The use of examples to support answers enabled some candidates to express their understanding in more depth. It was also positive to see a number of candidates including links to theorists within their answers throughout the paper.

The majority of candidates attempted all questions regarding specific theorists and their theory. Although there was some confusion between theorists shown, overall the majority of candidates were able to achieve a few marks whilst other candidates were able to display a good depth of understanding and obtain higher marks. It was positive to see candidates include examples of using the theories in practice within their answers.

Overall, a good understanding was shown regarding health and safety in general. Candidates were also able to identify the relevant legislation relating to health and safety requirements within the settings.

A good understanding of inclusive practice, positive attitudes and respect was demonstrated. Answers reflected good practice to a specific scenario however, whilst some answers given enabled a specific child's needs/rights to be met, it did not take into account the rights of the other children within the setting. The majority of candidates did however demonstrate good practice with regards to working in partnership with parents.

Candidates' answers reflected a limited understanding of the Principles and Values which underpin the Early Years sector. The majority of candidates gave answers relating to the Early Years Foundation Stage instead which lost them marks.

Candidates' answers to the question regarding theories that underpin practice in the Early Years sector which specifically related to children's schemas demonstrated limited understanding of this subject.

The answers related more to a child's interest but no links to actual schemas were made. For example, several candidates identified that if a child likes to play with construction or messy play their planned action was to ensure the child's individual development plans would include building towers and counting or additional messy play and craft activities. Candidates were not able to demonstrate they recognised that a pattern of repeated behaviour was in fact a schema or how knowledge of a child's schema such as rotation, trajectory or connecting etc. could be used in practice to support their learning. It was positive to see some candidates included names or references of Piaget/Athey as being theorists associated with schemas.

The majority of candidates were unable to identify the 'wider concepts of safeguarding' which may place a child at risk of harm or abuse which is concerning.

Common issues regarding exam techniques were identified, for example candidates:

- gave explanations where "state or identify" was specified
- stated or listed points instead of giving an explanation or description as required
- repeated the same information within their answer

Therefore, this had an impact on the marks being achieved and candidate's not making best use of their time within the exam period.

It is recommended that centres prepare candidates on exam techniques and have an understanding of command verbs so candidates can provide the level of depth/breadth of knowledge and/or understanding required.

Extended response question

Within the extended question the majority of candidates were able to discuss some of the key indicative points, especially relating to health and safety requirements. However, their answers lacked the depth and breadth required for the higher marks to be awarded. In general they were able to provide relevant and positive suggestions for supporting younger children and also recognised the importance of the emotional and physical environments.

A few candidates were able to discuss several of the key indicative points in detail. They gave answers which demonstrated excellent depth and breadth of understanding the topic; providing clear recommendations and justifications and linking relevant theory used within current practice. These candidates were able to obtain higher marks.

Series 2 – June 2019

The overall candidate performance demonstrated a good level of recall of knowledge and showed reasonable depth and breadth of understanding across the topics covered within the paper. The use of examples to support answers enabled some candidates to express their understanding in more depth.

All candidates were able to display a good depth of knowledge and understanding with regards to topic area 'Work in partnership with parents within Early Years setting'. Candidates were able to provide a range of responses with regards to the particular question asked.

Whilst some candidates demonstrated a limited understanding of the topic area 'Promoting health, welfare, equality, diversity and inclusion requirements within the Early Years sector'. Answers reflected good practice to a specific scenario with regards to promoting inclusive practice, positive attitudes and respect.

However, candidates' answers reflected a limited understanding of theorists and their theory and how these influence current practice. Some candidates presented evidence about another theorists when the question was asked about one specific theorist. Candidates demonstrated limited knowledge with regards to the topic area 'Understand Early Years pedagogy and approaches in the Early Years sector'.

Answers also demonstrated limited understanding with regards to the topic area 'Recognise and manage risks to health, safety and security in a work setting or off-site visit.

Candidates demonstrated positive exam techniques, for example candidates:

- stated or listed points where specified
- gave an explanation or description as required
- used examples to support their work

Extended response question

Within the extended question the majority of candidates only discussed minimal key indicative points, and as a result their answers lacked the depth and breadth required for the higher marks to be awarded. In general they were able to provide relevant and positive suggestions for supporting the child within the scenario.

One candidate was able to discuss several of the key indicative points and answers which demonstrated a sound depth and breadth of understanding of the topic. Recommendations, justifications and minimal linking of relevant theory used within current practice was relevant and clear.

Synoptic Assignments – Year 1

3605-31 Level 3 Advanced Technical Diploma in Early Years and Childcare (540)

Grade Boundaries

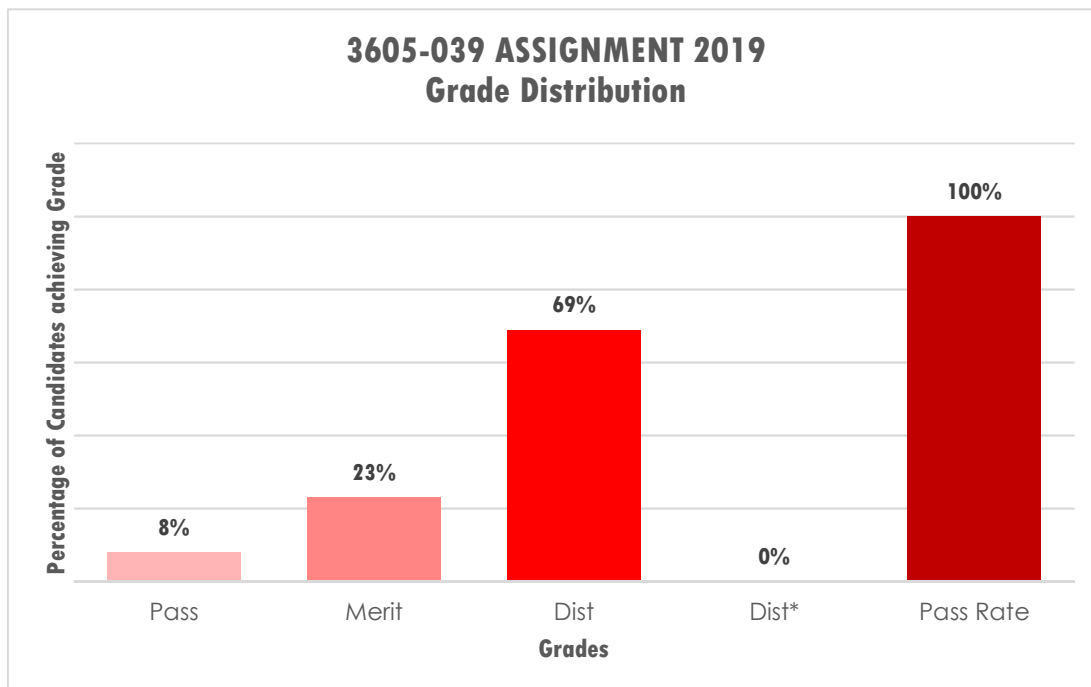
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 3605-039

Series: 2019

Total marks available	60
Pass mark	23
Merit mark	32
Distinction mark	42

The graph below shows the approximate distributions of grades and pass rate for this assessment:



Principal Moderator Commentary

All synoptic assignment submissions show positive preparation of the learner and the expectations of the tasks were met across all moderated samples. Positive practice was demonstrated by all centres regarding clarity and depth of detail in document feedback. There was an effective justification of allocated marks, identifying positive areas and noting areas of the evidence which were not as strong.

Commentary on Assessment Objectives

AO1 – Recall of knowledge

There was no evidence sampled applicable to Band 1.

Candidates' evidence that fell within Band 2 showed an attempt to utilise accurate terminology however, some evidence showed a lack of depth to comment with higher marks awarded to candidate's evidence showing confirmation of a greater focus to this aspect of the task. Higher marks were allocated to learners applying a range of technical terminology within their evidence and greater depth of knowledge to confirm a fully child-centred approach.

AO2 – Understanding of concepts, theories and processes

There was no evidence sampled applicable to Band 1.

Candidates' evidence that fell within Band 2, showed some limitation in analysis, with the evidence leaning more towards an explanation. There was also a limit to the confidence and security of the responses. For candidates achieving higher allocated marks, there was evidence of depth and breadth of knowledge and understanding to justify findings with some positive examples of understanding in varying situations.

AO3 – Application of practical/technical skills

There was no evidence sampled applicable to Band 1.

Candidates' evidence sampled that fell within Band 2, showed clear and effective presentation with some dexterity and skill shown. For candidates achieving higher marks, there was accuracy and consistent skill shown in reflecting on own experiences/practice, with evidence of applying analysis to more complex situations.

AO4 – Bringing it all together

There was no evidence sampled applicable to Band 1.

Candidates' evidence that fell within Band 2 was reflective of all evidence showing relevant theory being applied in the practical elements of the assignment, whilst higher marked candidates' evidence reflected a greater range of reference to theorists.

AO5 – Attending to detail/perfecting

There was no evidence sampled applicable to Band 1.

Candidates' evidence that fell within Band 2 was reflective of some grammatical and/or spelling errors. Candidates achieving higher level marks reflected the precision and quality of presentation across all task requirements.

Synoptic Assignments – Year 2

Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080)

Grade Boundaries

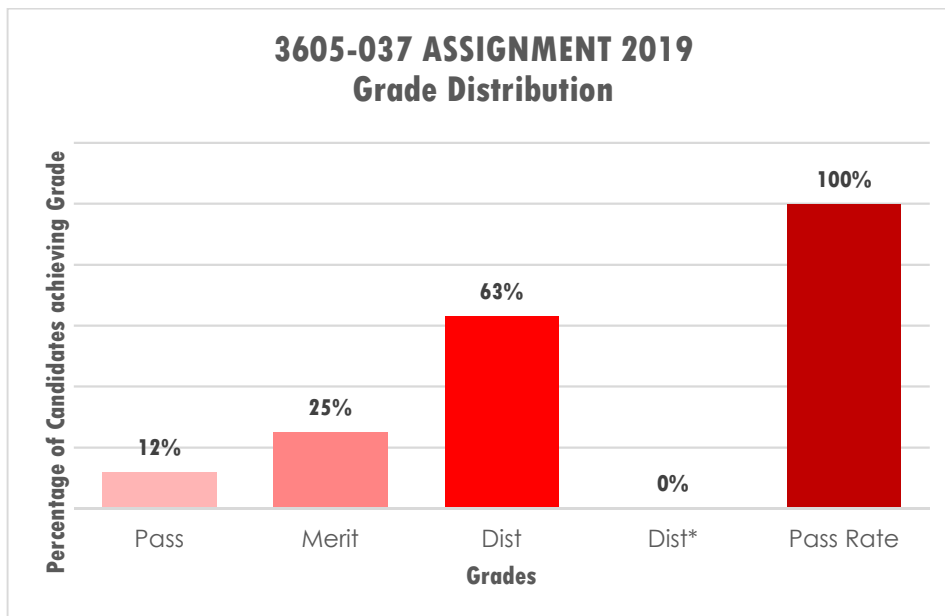
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel:

Assessment: 3605-037

Series: 2019

Total marks available	60
Pass mark	23
Merit mark	33
Distinction mark	43

The graph below shows the approximate distributions of grades and pass rate for this assessment:



Principal Moderator Commentary

All synoptic assignment submissions met the requirements of the tasks and authentication requirements were fully met with very relevant preparation shown for the Profession Discussion element of the assignment. Positive practice was demonstrated by all centres regarding clarity and depth of detail in document feedback. There was an effective justification of allocated marks, identifying positive areas and noting areas of evidence which were not as strong, also identifying where learner needs had affected the Professional Discussion.

Commentary on Assessment Objectives

AO1 – Recall of knowledge

Candidates' evidence that fell within Band 1 showed an attempt to include accurate terminology however, the content lacked depth and confidence, particularly relevant to the completion of the Professional Discussion. Candidates' achieving higher marks, showed confirmation of the consistent focus to all tasks. Higher marks were awarded to learners applying a range of technical terminology within their evidence particularly for the depth shown in Task 2 and the confidence demonstrated in the Professional Discussion.

AO2 – Understanding of concepts, theories and processes

There was no evidence sampled applicable to Band 1.

Candidates' evidence that fell within Band 2 was limited in the depth and breadth of analysis. There was also a limit to the confidence and security of responses shown in the Professional Discussion. Candidates who were awarded higher marks, showed evidence of justification of conclusions with positive and varied examples of understanding of theory and attempts to reflect on wider core varied situations.

AO3 – Application of practical/technical skills

Candidates' evidence that fell within Band 1 showed effective presentation with some dexterity and skill shown. Candidates achieving higher marks, showed accuracy and consistent skill in the depth of reflection and honesty in the evaluation of their own practice with evidence of applying analysis to more complex situations.

AO4 – Bringing it all together

There was no evidence sampled applicable to Band 1.

The evidence that fell within Band 2 was reflective of all evidence showing appropriate links to theory for all tasks and inclusion of referencing to sources utilised. Candidates' evidence achieving higher marks, showed greater consistency and coherence to conclusions and inclusion of wider aspects of practice within the reflection aspects of the assignment.

AO5 – Attending to detail/perfecting

There was no evidence sampled applicable to Band 1.

The evidence that fell within Band 2 was reflective of some grammatical and/or spelling errors and a lack of confidence shown within the Professional Discussion. The candidates achieving higher marks reflected the precision and quality of presentation across all task requirements.

Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080)

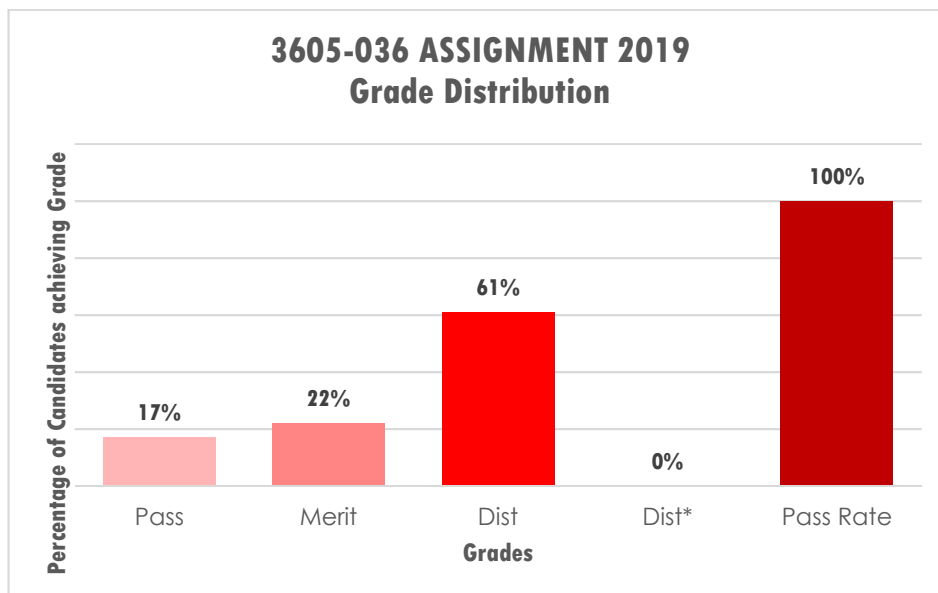
Grade Boundaries

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

Assessment: 3605-036
Series: 2019

Total marks available	60
Pass mark	24
Merit mark	32
Distinction mark	41

The graph below shows the approximate distributions of grades and pass rate for this assessment:



Principal Moderator Commentary

All synoptic assignment submissions met the requirements of the tasks and authentication requirements were fully met.

Positive practice was demonstrated by all centres regarding clarity and depth of detail in document feedback with effective justification of allocated marks identifying positive areas.

Commentary on Assessment Objectives

AO1 – Recall of knowledge

There was no evidence sampled applicable to Band 1.

For the evidence that fell within Band 2, there was positive proof of accurate terminology being used, however, the content lacked depth to the literature review. Candidates achieving higher marks, showed confirmation of the consistent focus to the tasks with clear evidence of accurate technical terminology.

AO2 – Understanding of concepts, theories and processes

There was no evidence sampled applicable to Band 1.

For the evidence that fell within Band 2, there was a positive effort to capture analysis. There was a limit to the confidence, security and range of referencing to theorists. Candidates who were achieving higher marks, provided secure evidence of analysis and justification of conclusions with positive and varied examples of understanding of theory and a range of research methods utilised.

AO3 – Application of practical/technical skills

For the evidence that fell within Band 1 the evidence sampled showed effective presentation but some aspects of the preparation Pro-Forma had not been fully completed. For the lower band marks the literature review showed limited range. Candidates achieving higher marks provided an extended rationale and analysis for the research applied with confidence shown in the conclusion.

AO4 – Bringing it all together

For the evidence that fell within Band 1 there was a limitation to analysis with limited variation of the research method applied. Candidates achieving higher marks showed a consistency and coherence to applied research with confidence shown to documented conclusion.

AO5 – Attending to detail/perfecting

For the evidence that fell within Band 1 there was some grammatical and/or spelling errors and a limit to the content of preparation shown in the Pro-Forma. Candidates achieving higher marks reflected the precision and quality of presentation across all task requirements with positive inclusion of visual summaries to fully justify the conclusion.