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)

March 2019

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 2019 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;
3605-535/035 Level 3 Early Years and Childcare – Theory Exam.
Theory Exam - March 2019

Grade Boundaries and distribution

Assessment: 3605-535/035
Series: March 2019

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total marks available</td>
<td>80</td>
</tr>
<tr>
<td>Pass mark</td>
<td>32</td>
</tr>
<tr>
<td>Merit mark</td>
<td>44</td>
</tr>
<tr>
<td>Distinction mark</td>
<td>56</td>
</tr>
</tbody>
</table>

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

![Bar chart showing grade distribution](chart.png)
Chief Examiner Commentary

General Comments on Candidate Performance

Assessment component: 3605-535/035

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 Paiget/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.