

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

**2018**

**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 the synoptic assignment and theory exam for qualification 3605-31. It also includes general commentary on candidate performance in the synoptic assignment, assignment and theory exam for qualification 3605-32. 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 2018 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

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

- 3605-035 Level 3 Early Years and Childcare – Theory exam
  - March 2018 (Spring)
- 3605-039 Level 3 Early Years and Childcare– Synoptic Assignment

### **3605-31 Level 3 Advanced Technical Extended Diploma for the Early Years Practitioner (Early Years Educator) (1080)**

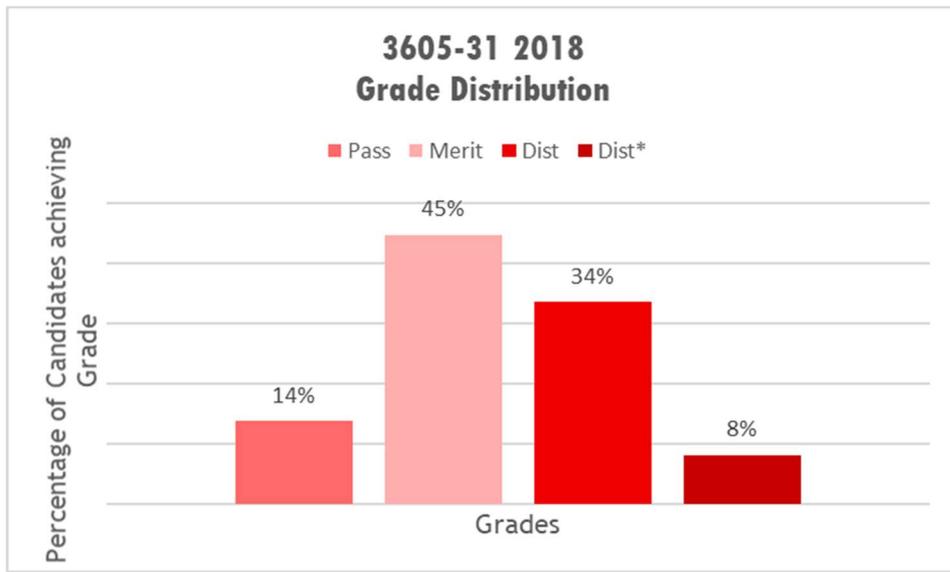
- 3605-035 Level 3 Early Years and Childcare – Theory exam
  - March 2018 (Spring)
- 3605-036 Level 3 Early Years Practitioner – Assignment
- 3605-037 Level 3 Early Years Practitioner – Synoptic Assignment

Note: There were no examination entries for the June 2018 (Summer) theory exam.

## 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;

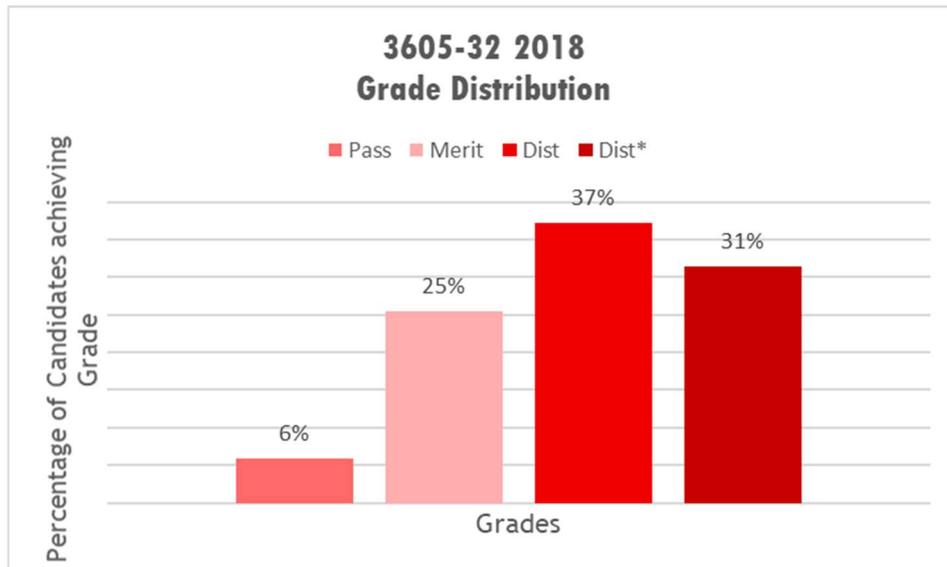


Please note City & Guilds will only report qualification grades for candidates who have achieved all of the required assessment components, including Employer Involvement, optional units and any other centre assessed components as indicated within the Qualification Handbook. The grade distribution shown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

## Qualification Grade Distribution

### 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 Exam

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

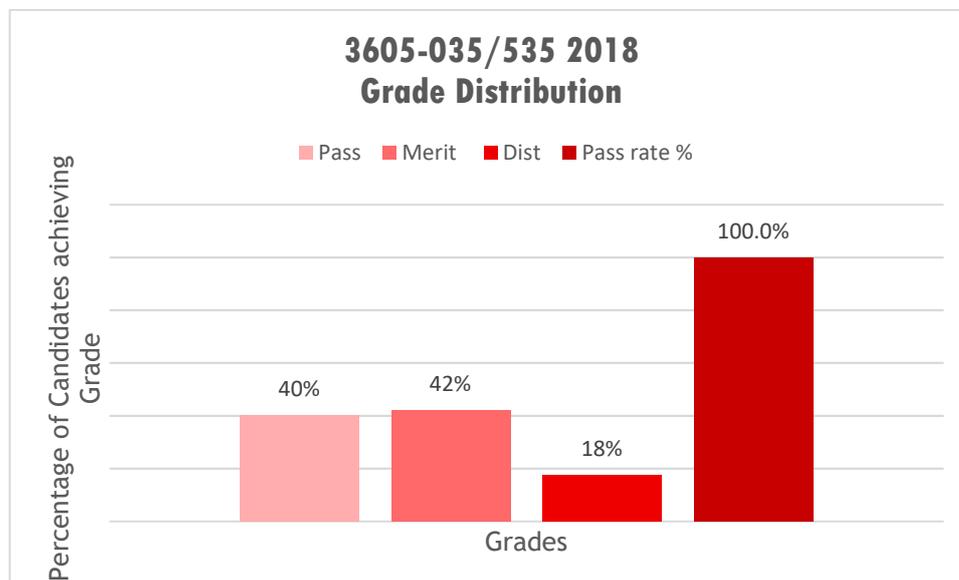
### Grade Boundaries

Assessment: 3605-035/535  
Series: March 2018 (Spring)

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

<b>Total marks available</b>	<b>80</b>
Pass mark	32
Merit mark	43
Distinction mark	55

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



# Chief Examiner Commentary

## 3605-035/535 Level 3 Early Years and Childcare - Theory exam

### Series 1 – March 2018

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.

# Synoptic Assignment 3605-039

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

### Grade Boundaries

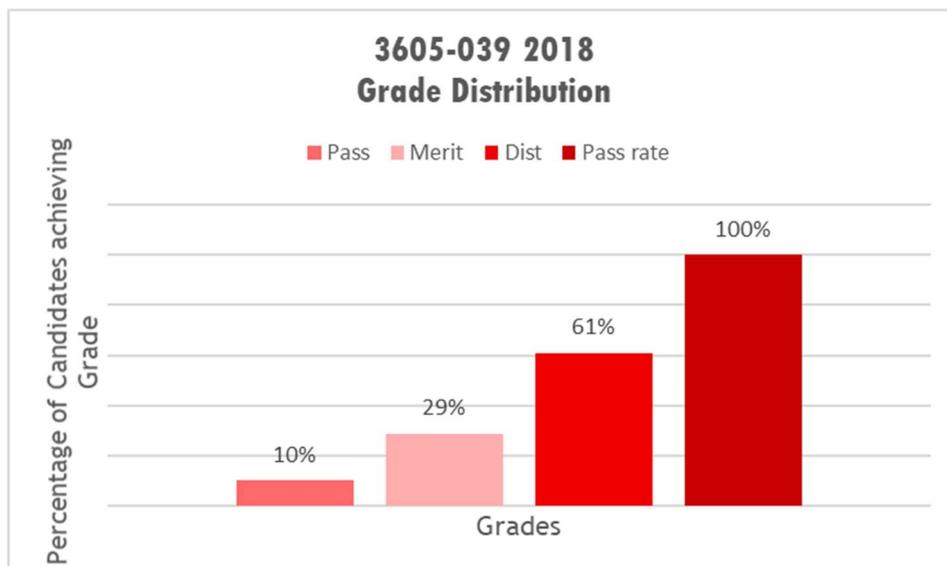
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 3605-039

Series: 2018

<b>Total marks available</b>	<b>60</b>
Pass mark	23
Merit mark	33
Distinction mark	43

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



## Principal Moderator Commentary (3605-039)

All synoptic assignment submissions show positive preparation of the learner and the expectations of the tasks were met across all moderated samples. All learners appear to have been working with the correct age range and evidence had been appropriately authenticated.

Positive practice was demonstrated by all centres regarding clarity and depth of detail in document feedback with many also showing justification of why higher marks were allocated or not allocated.

Submissions also included positive records for components 831 and 040.

Across all moderation there was a recurring theme of limited reference/links to legislation or regulation which had a significant impact on marks allocated.

### Commentary on Assessment Objectives

#### AO1 – Recall of knowledge

Candidates that achieved marks within band one was due to a lack of comment or reference to legislation, whereas candidates that achieved in the higher bands showed confirmation of a greater focus to this aspect. Candidates were able to achieve higher marks where there was evidence of a focused approach to linking knowledge from across the qualification to the content of the assignment.

#### AO2 – Understanding of concepts, theories and processes

Candidates that provided examples of very positive links to concepts and theories accessed the higher marks. There was some examples of effective reflection and analysis that allowed for higher marks to be allocated. Where candidates achieved lower marks this was due to the limitations of range of knowledge shown and the evidence lacked expanded depth and breadth to links to wider aspects of the qualification. At times the evidence showed generalised statements with no supporting explanation or analysis.

#### AO3 – Application of practical/technical skills

Candidates' evidence showed clear and effective presentation. The candidates that achieved higher marks provided strong examples and showed confidence in their knowledge, there was also positive links between theory applied in practice. The higher marks allocated was directly linked to the learner including defined and clear reflection and justification for their findings.

#### AO4 – Bringing it all together

Candidates that achieved lower marks did so because of a lack of analysis within their responses and drawing sound conclusions. Candidates that achieved higher marks showed expanded evaluations and analysis across a wide range topics within the qualification. Marks were limited in this area for the higher achieving candidates due to a recurring point of lack of expected referencing to sources.

#### AO5 – Attending to detail/perfecting

Candidates generally achieved marks within band two or three, which was due to positive quality and accuracy of grammar as well as the learners showing focus to the tasks.

#### Risks/issues

Generally, it was evident that there was some inconsistency in marking in relation to the Assessment Objectives, with marking of AO4 and AO5 being the most frequent points of difference however, only by 1 or 2 marks.

The majority of centres did not submit a Centre Declaration Form. Centres are advised to ensure the declaration is always submitted to aid the moderation process.

It would be beneficial to candidates to include referencing in future to support achieving higher marks and to focus teaching on making links to legislation and regulation as this was a recurring point for candidates that achieved lowering marks.

# Assignment – 3605-036

## 3605-32 Level 3 Advanced Technical Extended Diploma in Early Years and Childcare (1080)

### Grade Boundaries

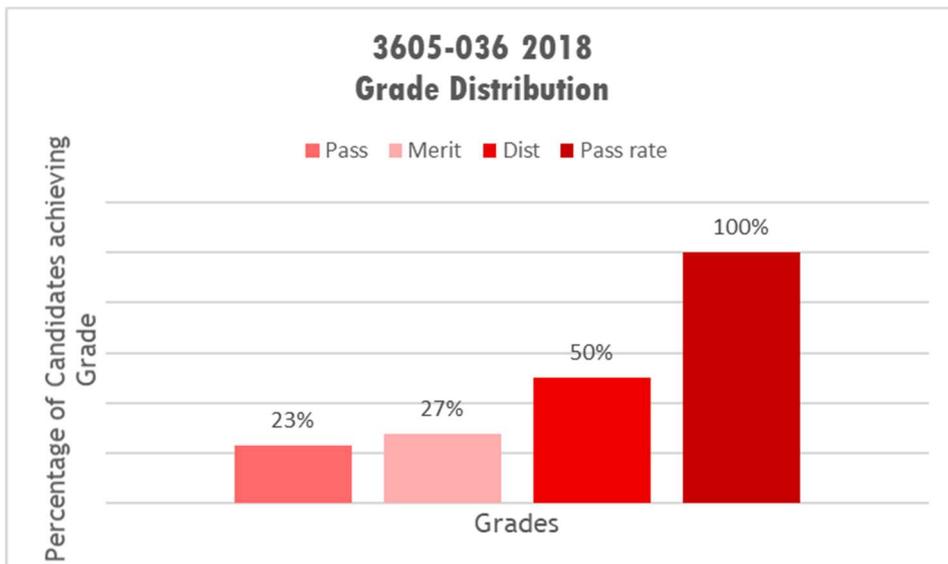
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 3605-036

Series: 2018

<b>Total marks available</b>	<b>60</b>
Pass mark	25
Merit mark	33
Distinction mark	42

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



## Principal Moderator Commentary (3605-036)

The majority of evidence submitted for this assignment demonstrated positive preparation of the learner and the expectations of the tasks were mostly met across all moderated samples. There were instances where the assignment brief was not understood by the centre ie the required conditions of the assessment was not met and the content of the research was one created by the centre albeit closely aligned to one of the topics listed in the assignment. Centres must ensure they carefully read the assignment and guidance to ensure they are aware of expectations and the smooth running and delivery of the research assignment.

Centres demonstrated positive practice regarding clarity of feedback with justification for allocated marks. However, there was inconsistency in the signing of “Candidate Record Forms” (CRF) although overall authenticity was met.

Across all candidate submissions, there was a recurring theme of a lack of appropriate referencing to sources. There was also a common lack of focus to the “sub-criterion” listed within the task; working with parents was not really given any focus by any of the learner’s sampled. There was evidence that not all submissions met the expected “essay” format for Task 2 of the assignment. Some submissions were in a reflective account model rather than an essay. Where there was the inclusion of varied secondary research evident, this supported candidates to achieve higher marks.

### Commentary on assessment objectives

#### AO1 – Recall of knowledge

Candidates that achieved marks within band one was due to a lack of application of varied research and limitation on the rationale for their application. Candidates that achieved higher marks fully reflected the extended approach regarding their research methods.

#### AO2 – Understanding of concepts, theories and processes

Candidates that achieved lower marks was due to the limitations of the research used and limited documentation of the implemented literature review. Candidates that achieved higher marks, accurately reflected the positive application, justification and evaluation of the conducted research showing depth and breadth in their evidence.

#### AO3 – Application of practical/technical skills

Candidates that achieved higher marks achieved this due to including defined and clearly recorded outcomes and conclusions. Candidates that achieved fewer marks for AO1 and AO2 tended to also achieve lower marks for AO3, showing a lack of depth and detail to the research conducted.

#### AO4 – Bringing it all together

Candidates that expanded on their evaluations and analysis across a wide range of topics within the qualification achieved higher marks. Some candidates lacked this skill of bring their knowledge together and therefore achieved lower marks. Most candidates did show some relevance of their conclusions that linked directly to Early Years practice.

#### AO5 – Attending to detail/perfecting

Candidates achieved marks within band two or three. This was achieved through good planning and general accuracy. There was evidence of accurate use of grammar and there was clear focus to the tasks. However, there was evidence of the sub-criteria of the task not being covered or understanding of the format written responses are required ie essay format, this should be given more focus in the future.

# Synoptic Assignment – 3605-037

## 3605-32 Level 3 Advanced Technical Extended Diploma in Early Years and Childcare (1080)

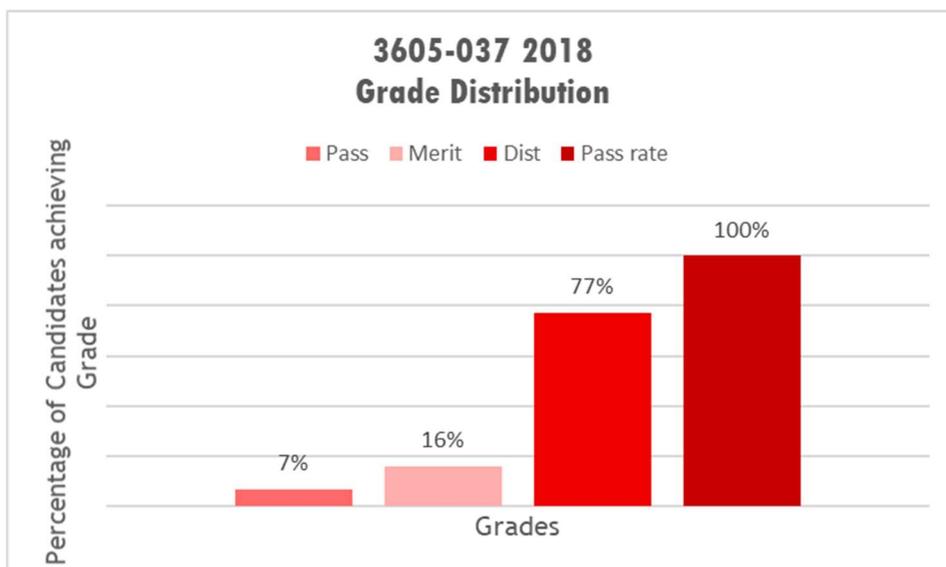
### Grade Boundaries

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

Assessment: 3605-037  
Series: 2018

<b>Total marks available</b>	<b>60</b>
Pass mark	23
Merit mark	32
Distinction mark	42

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



## Principal Moderator Commentary (3605-037)

All synoptic assignment submissions show positive preparation of the learner, particularly visible in the Professional Discussion evidence. However, there were few instances where the assessor/tutor leaned more towards oral questioning during the discussion. At times the questions asked by the assessor/tutor seemed to affect the natural flow from the candidate. Oral questioning should be avoided as the purpose of the professional discussion is to allow the candidate to lead the discussion with only prompts given where appropriate.

The expectations of the tasks were met across all moderated samples. Positive practice was demonstrated from all centres regarding clarity of feedback with justification for allocated marks. Submissions also included positive records for components 832 & 038.

The majority of centres did not submit evidence/records of outcomes specifically for Task 1, from Year 1 of this 2 year synoptic assignment. Centres must ensure they carry evidence from Year 1 into Year 2 for this assessment.

Centres are advised to ensure the Centre Standardisation Declaration is always submitted to aid the moderation process. Centres must also ensure that required signatures are in place from the workplace.

### Commentary on assessment objectives

#### AO1 - Recall of knowledge

For candidates that achieved higher marks there was very effective and appropriate expansion on analysis to confirm depth and breadth of learner knowledge from across the qualification. Candidates that achieved higher marks also showed appropriate knowledge in both Year 1 and Year 2. The tasks were completed effectively with appropriate focus given to meeting the documented requirements of confidentiality and required permission. Candidates that achieved fewer marks showed a lack of relevant reference to legislation or regulatory requirements.

#### AO2 - Understanding of concepts, theories and processes

Candidates that achieved higher marks provided very clear, appropriate and accurate links to concepts and theories. Those candidates that achieved lower marks did so due to the limitations of range of knowledge and understanding shown. There was a recurring theme within marker feedback of a lack of referencing to sources. The professional discussions showed very detailed and effective content that drew together the requirements of the assignment and allowed for specific reflection on own practice. Overall the evidence sampled showed effective links between theory and practice.

#### AO3 - Application of practical/technical skills

Candidates that achieved higher marks provided clear reflection and justification to their assignment. Evidence was generally presented to a high standard with most learners demonstrating very effective preparation for their professional discussion. The viewed evidence included very detailed and effective professional discussion notes that showed positive aspects of creativity.

#### AO4 - Bringing it all together

Candidates that achieved lower marks demonstrated a lack of analysis and on occasions seemed to lose focus and coherence in their work. Candidates with higher marks provided expanded evaluation and analysis across a wide range of topics within the qualification. The higher scoring candidates limited achieving more marks due to a recurring issue of a lack of expected referencing to sources.

#### AO5 - Attending to detail/perfecting

The majority of candidates achieved marks within bands two and three with comments confirming consistency and accuracy of grammar. All evidence showed appropriate focus to the tasks.