

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

2016/17

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.

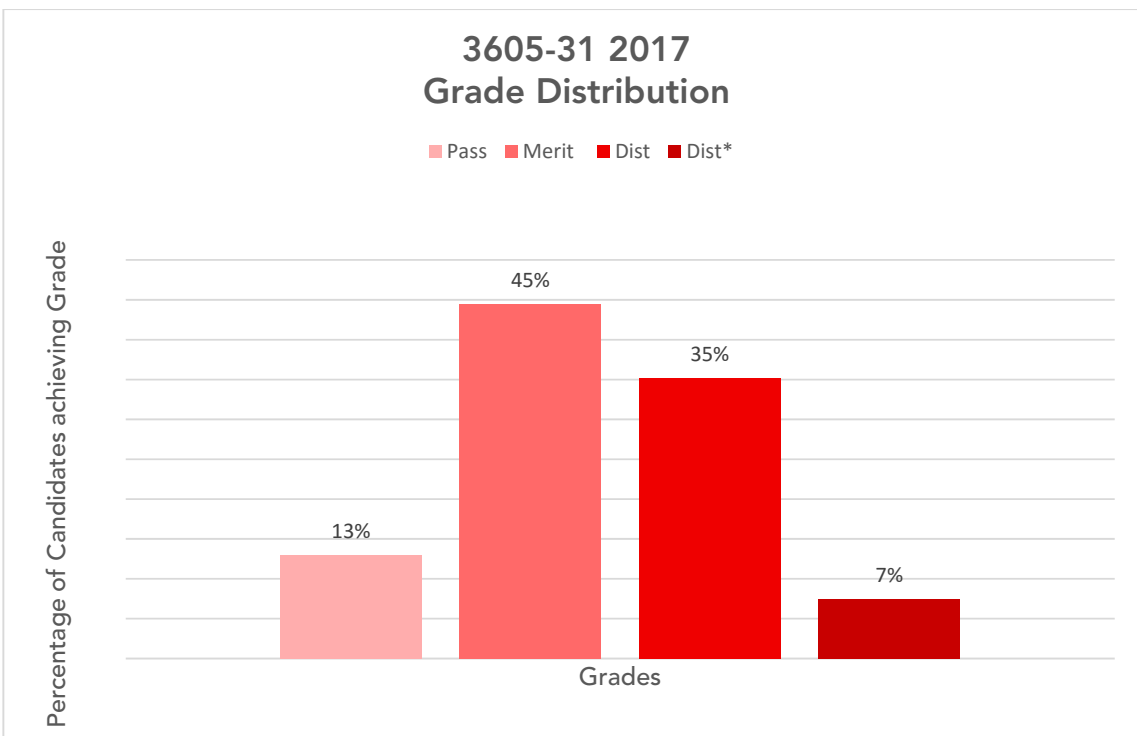
This report provides general commentary on candidate performance in both the synoptic assignment and theory exam. It highlights common themes in relation to the technical aspects explored within the assessment, giving areas of strengths and weakness demonstrated by the cohort of candidates who sat assessments in the 2017 academic year. It will explain aspects which caused difficulty and potentially why the difficulties arose.

The document provides commentary on the following assessments;

- 3605-035/535 Level 3 Early Years and Childcare - Theory exam
 - April 2017
 - June 2017
- 3605-039 Level 3 Early Years and Childcare - Synoptic Assignment

Qualification Grade Distribution

The grade distribution for this qualification during the 2016/2017 academic year 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.

Theory Exam

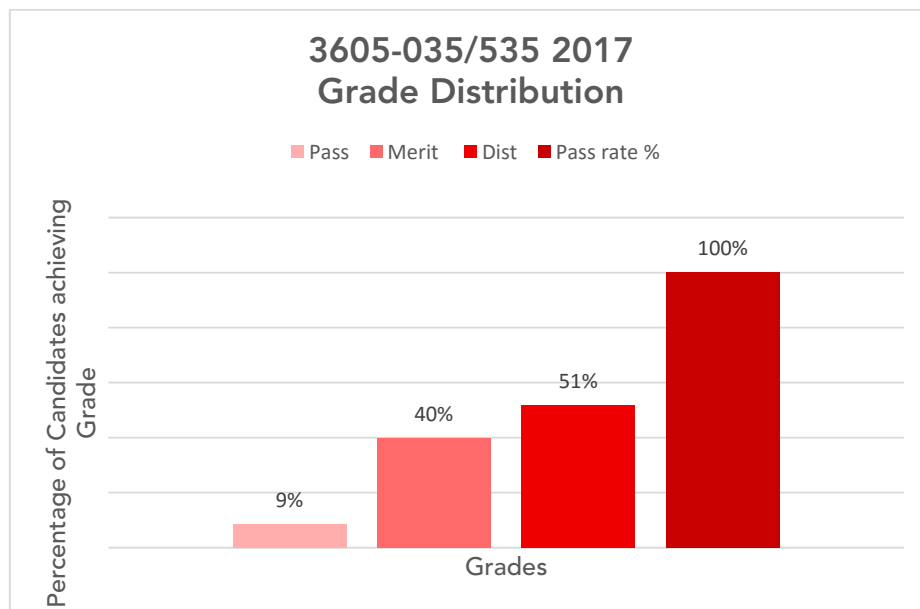
Grade Boundaries

Assessment: 3605-035/535
Series: April 2017

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 distributions of grades and pass rate for this assessment;

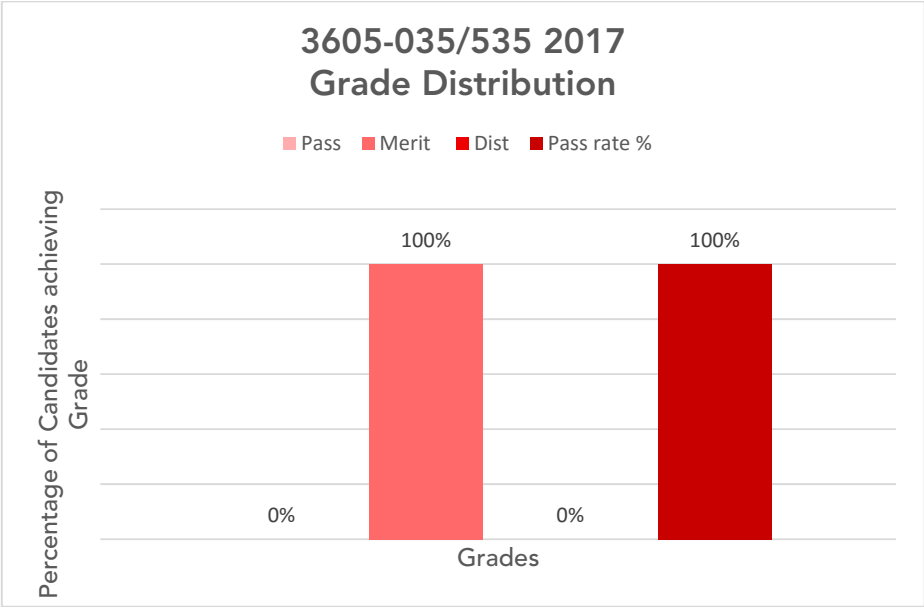


Assessment: 3605-035/535
Series: June 2017

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 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 April 2017

This examiner report relates to the first cohort of learners that sat the Level 3 Advanced Technical Diploma in Early Years and Childcare April 2017 examination.

The overall candidate performance was generally good. Candidates demonstrated a good level of recall of knowledge and showed some reasonable depth and breadth of understanding across the paper. Where candidates answered well this was usually due to candidates illustrating their understanding with the use of examples and practical applications. The extended response question however did not see candidates showcase an integration of their knowledge and understanding across the breadth of the qualification for a given context.

Candidates demonstrated a good level of knowledge and understanding in the following areas:

- signs and symptoms that indicate a child may have been harmed or abused
- working in partnership with parents, identifying barriers and strategies to overcome those barriers
- impact of speech, language and communication needs on the overall development of a child, showing understanding for both the short and long term
- building positive relationships in relation to child and peers, showing understanding of short term and long term impacts.

Spelling, punctuation and grammar are not specifically marked in these examinations, but it is worth noting examples of inaccuracies throughout the exam that at times could alter meaning, for example affect/effect and there/their. Although candidates are not penalised marks for their spelling, punctuation and grammar it is important to highlight to candidates that the EYFS statutory framework and the EYE standards require candidates to have a good level of verbal and written communication for observations and report writing.

Common issues concerning exam technique were identified, for example, candidates misunderstood the command verb 'identify' by providing an explanation instead of listing their answer. It would be beneficial to cover the command verbs with candidates so they are prepared to provide the level of depth and/or breadth of answers required. Also, candidates sometimes wasted efforts by restating information. More marks can be achieved by candidates by making best use of their time to answer the question.

Candidates lacked knowledge of the social and medical models of disability and did not answer the questions well. Candidates did not provide an answer that showed understanding of adaptations for inclusive practice as stated within the 004 Promoting children's health and welfare and their diversity, equality and inclusion in the Early Years sector.

Behaviour management was another area which raised concern as many candidates referred to school techniques; a number talked about punishments as ways to support positive behaviour which is unacceptable for early years learning. Almost all candidates demonstrated a narrow

response for ways of promoting positive behaviour, candidates mostly provided examples of reward systems as their answer. Candidates with higher marks demonstrated knowledge of the full spectrum of factors.

Many candidates either knew the Montessori theory or they did not know it with a few candidates that did not attempt the question. It is important that teaching covers the different Early Years pedagogy and different approaches within unit 005.

Extended response question

The extended response question was generally poorly answered with candidates' not recognising or understanding attachment theory and its importance for children having a secure base to explore from. Some candidates were able to describe an attachment theory but not name the theorist while only a few candidates were able to name the obvious theorists Bowlby and Ainsworth.

Very few candidates accessed higher marks for this question. The majority of candidates only achieved marks in bands 1 or 2 as they did not cover the depth and breadth of the qualification in their answers. No candidates were able to provide a fully balanced answer with comparisons and sound recommendations for the different approaches that was required to gain marks in band 3.

Candidates did not fully explore elements such as:

- the different transitions the child was experiencing
- the impact on short and long term development across all the areas of learning and development and health and wellbeing
- the different relationships and key attachment figures
- different strategies that could support the child other than the one in the scenario
- different theories including attachment and learning
- relating to practical applications or their own experiences in practice.

Series 2 June 2017

Only two candidates sat this exam so it is difficult to draw conclusions about the general performance of the examination paper. As with the April examination, candidates performed better on questions with a practical content.

Candidates demonstrated a good level of knowledge and understanding in the following areas:

- signs and symptoms of neglect
- the social model of disability
- external agencies for special educational needs.

Candidates lacked a good level of knowledge and understanding in the following areas:

- description of partnership working in practice with parents and how practitioners can support this
- expressive language and how practitioners can support children to talk and use it in their play
- factors that impact on children's behaviours, and reactions which may affect relationships with key workers/person.

Extended response question

The extended response question was answered in a satisfactory manner with candidates achieving marks within band 2. Candidates demonstrated a good level of knowledge for practical ideas.

Candidates were unable to access the higher marks for this question, this is because they did not fully explore theory and its importance for children's learning and development, health and wellbeing and the depth and breadth of the qualification in their answers. Responses did not include a fully balanced answer with analysis to draw comparisons and sound recommendation that was required to gain marks in band 3.

Summary across the two papers

Overall candidate performance was good across the two examination sittings. Where candidates lost marks it was more through lack of examination technique ie not reading the question thoroughly to understand what was being asked of them.

There is an expectation that candidates at this level are able to support their answer with the use of theory/theorists. Candidates should be taught the theories listed in the qualification handbook as a matter of course.

The breadth of the different types of abuse and wider concept of safeguarding should be covered in relation to legislation within unit 003.

Centres do need to make sure that they look at spelling, grammar and punctuation, even though it is not marked in the exam, the qualification and Early Years principles do ask that practitioners have good command of English, both verbal and written.

Synoptic Assignment

Grade Boundaries

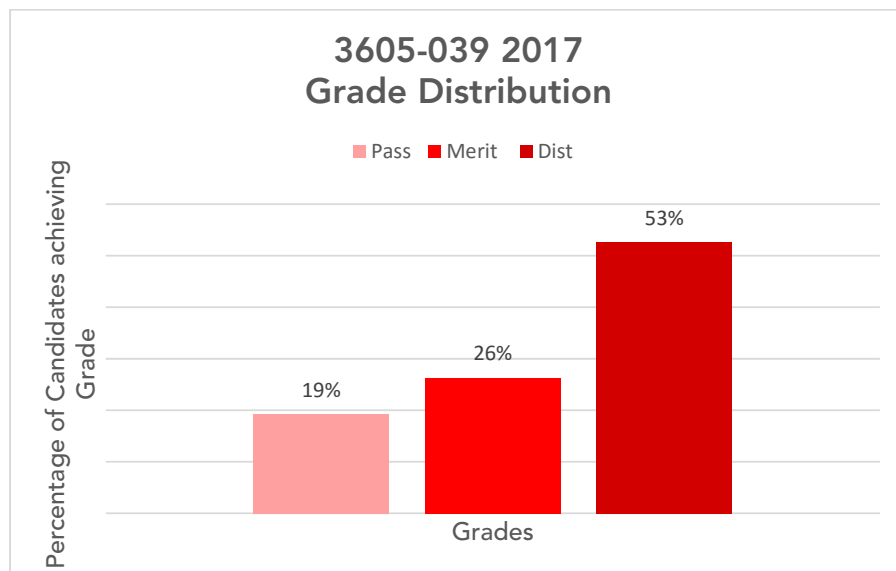
Below identifies the final grade boundaries for this assessment, as agreed by the awarding panel;

Assessment: 3605-039

Series: 2017

Total marks available	60
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

Overall the assignment was completed well. Candidates had children within the age range 0-5 years. All candidates, including those that achieved lower marks, demonstrated the ability to use different observation methods and made links to development outcomes and/or theory. Candidates that achieved the higher marks showed a good understanding of theory and were able to link this well to practice to support analysis of the data collected.

AO1 – most candidates scored at least 4 and had knowledge of the EYFS. Detail varied across the candidates scoring higher marks covering the breadth of the qualification and making links to practice, legislation and theory.

AO2 – all candidates made some links to theory. Higher scoring candidates made better links to theory by relating it back to their observations. Lower scoring candidates brought in theory but did not always make that connection with what had been observed.

AO3 – all candidates had used the correct ages of children and had studied them over at least 6 weeks. All had used the required number of observations and used different methods.

AO4 – higher scoring candidates for AO1/2 did well on this outcome and demonstrated good knowledge and skills to evaluate their work and make suggestions about the impact for children.

AO5 – candidates lost marks on this outcome as they had not fully covered the tasks especially around making links to relevant theory.

AO6 – this showed the difference between higher and lower scoring candidates as those who had depth across the qualification used more sources to support their evaluations and discuss impacts.

AO8 – candidates presented their observations professionally even if some were quite brief. Those who scored highly had fewer spelling and grammar errors and checked their work before it was presented for marking.