



**NCFE CACHE Level 3 Applied General Certificate
for Early Years, Childcare and Education
(603/2988/9)**

Controlled Extended Assessment – Tutor Guidance

EYCE 1

Start date: March 2018

Submission date: March 2018

Paper number: Sample

This Controlled Extended Assessment relates to units **1** to **5**.

Please do not distribute this document to learners; this is for centre use only. All Tutors must be familiar with the information in this document. This document should be kept secure at all times.

This document should be read along with the Regulations for Conduct of External Assessment – Technical Level Qualifications. This document can be found in the members section of the CACHE website.

Introduction

The Assessment Window consists of centre-arranged supervised sessions of external assessment. Sessions can be undertaken in the normal classroom environment. The number of hours permitted is set by NCFE CACHE. Centres can decide how to arrange supervised sessions as long as the total number of hours permitted for the assessment is not exceeded.

At any time NCFE CACHE may request the timetable that centres have set for the supervised sessions.

- The permitted time must not be increased, unless a reasonable adjustment has been agreed for a learner, in accordance with the Reasonable Adjustments and Special Considerations Policy.
- The permitted time must not be decreased. Learners must be given the opportunity to complete the full amount of time for the external assessment. Centres must take this into account when timetabling the session.

The external assessments are set and marked by NCFE CACHE. This means that the centres **must not assess, internally quality assure or provide any feedback to the learner about their performance in the external assessment.** The supervised assessment tasks must be treated independently of the teaching of the units.

Photocopying and/or reproduction of the external assessment material is strictly forbidden (with the exception of the application of Reasonable Adjustments for modified assessment material).

If you have any questions prior to administering the external assessment, please contact the Assessment Delivery team.

Time Allowed Overall Assessment Period – 8 hours (made up of 2 hours unsupervised private study and 6 hours supervised conditions)

Two hours is allocated to collation of materials for use during the development of the extended assessment. There will be six hours allocated to the completion the extended assessment which will be conducted under controlled supervision.

NCFE CACHE sets the start date and the submission date for this external assessment. Assessment material must not be opened until the published Assessment Window Start Date. Centres are permitted to set the dates and times of the supervised sessions in order to complete the external assessment within the timeframe set by NCFE CACHE.

The learner alone must decide how to approach the assessment.

Learners may use a range of resources to undertake the assessment such as:

- the internet/intranet
- course material
- reference material such as books or journals
- other relevant resources.

Work submitted for internal assessment tasks must not be used again as part of the external assessment submission to NCFE CACHE.

Time taken to print learners' work should not be included as part of the permitted hours for the assessment.

At the end of each supervised session, the Tutor must collect all external assessment materials before the learners leave the room to ensure that no learner takes any assessment material out of the room.

External assessment materials should be securely stored between supervised assessment sessions. Learners must not have access to this area between the sessions.

The Control Extended Assessment must be completed and submitted as a whole and not in separate sections. Learners must complete the Control Extended Assessment independently.

A completed Control Extended Assessment should not exceed 1500 words. Work that is more than 10% above this limit **will not be marked**. There is no lower word limit. It is recommended that learners make effective use of the full word limit to meet the requirements of the criteria and assessment.

To achieve the qualification learners must achieve a pass grade (P/M/D) in the Controlled Extended Assessment.

Appendices should not be included and will not be marked.

The Control Extended Assessment requires learners to find and select relevant information from a range of sources to use as citations to support their understanding or to justify their comments.

- Citations and their sources must be clearly shown within the assessment at the point where they have been used.
- Citations from websites must be shown in full, stating date of access.
- Citations within the text are not included in the word count.
- Citations should not be used to provide information in place of learners' own words.
- A bibliography must be included.

Plagiarism will result in the Controlled Extended Assessment being awarded a refer grade. For further guidance, refer to the Learner Handbook – Plagiarism in External Assessment and the Plagiarism Policy located on the CACHE website.

Learners will need to understand and be able to follow these verb explanations.

Analyse	Break the topic down into separate parts and examine each part. Show how the main ideas are related and why they are important. Reference to current research or theory may support the analysis.
Critically Analyse	A development of analyse. Explore positive aspects of the topic as well as limitations to form a reasoned opinion or judgement.
Compare	Examine the subjects in details and consider the similarities and differences.
Describe	Write about the topic or activity giving detailed information in a logical way.
Discuss	Give a detailed account giving a range of views or opinions.
Explain	Provide detailed information about the subject with reasons showing how or why. Responses could include examples to support these reasons.
Evaluate	Examine strengths and weaknesses, arguments for and against and/or similarities and differences. Judge the evidence from different perspectives and make a valid conclusion or reasoned judgement. Reference to current research or theory may support the evaluation.
Critically Evaluate	A development of evaluate. Debate the validity of evidence from opposing views and produce a convincing argument to support the conclusion or judgement.
Reflect (on)	Learners should look at their actions, experiences or learning and think about how this could inform their future action, learning or practice.

Controlled Extended Assessment Title

The title of the Controlled Extended Assessment will be set by NCFE CACHE.

The title of the Controlled Extended Assessment will be different for each submission date.

A learner assessment which is not written to the correct title will not be marked.

Grading Criteria

	Grading criteria	Explanation
P1	Explain the importance of meeting children's needs in relation to the title.	Two or more reasons must be presented to show the importance of meeting children's needs in relation to the title.
P2	Describe policies or procedures that relate to the title.	Two or more policies or procedures that underpin practice and relate to the title must be described.
P3	Describe an enabling environment that supports children in relation to the title.	Two or more characteristics of an enabling environment that supports children and relates to the title must be described.
P4	Include two identifiable and traceable quotations that support your response to P grade criteria.	Two identifiable and traceable quotations must support the description and/or explanation.
	Learner check	P1 P2 P3 P4 complete <input type="checkbox"/>
M1	Discuss the impact of one (1) theoretical approach on statutory learning in relation to the title.	The impact of one (1) theoretical approach on statutory learning must be discussed in relation to the title.
M2	Explain how child-centred planning supports practitioners to meet children's individual needs in relation to the title	The explanation must focus on planning to demonstrate how child-centred planning meets the individual needs of children in relation to the title.
M3	Include two (2) identifiable and traceable quotations that support your response to M grade criteria.	Two identifiable and traceable quotations must support the discussion and/or explanation.
	Learner check	M1 M2 M3 complete <input type="checkbox"/>

D1	Evaluate strategies that may be implemented to support children in relation to the title.	Two strategies must be evaluated from more than one perspective to demonstrate the strengths and limitations in supporting children in relation to the title.
D2	Demonstrate wider background reading through carefully selected identifiable and traceable quotations.	Wider background reading must be demonstrated through different sources used appropriately.
	Learner check	D1 D2 complete <input type="checkbox"/>