

Council for Awards in Children's Care and Education

Chief Examiner's Annual Report: Working in schools

September 2008 – August 2009

CACHE Level 2 Certificate for Teaching Assistants QCA – 100/1648/X

CACHE Level 2 Supporting Teaching and Learning in Schools QCA – 500/5436/3

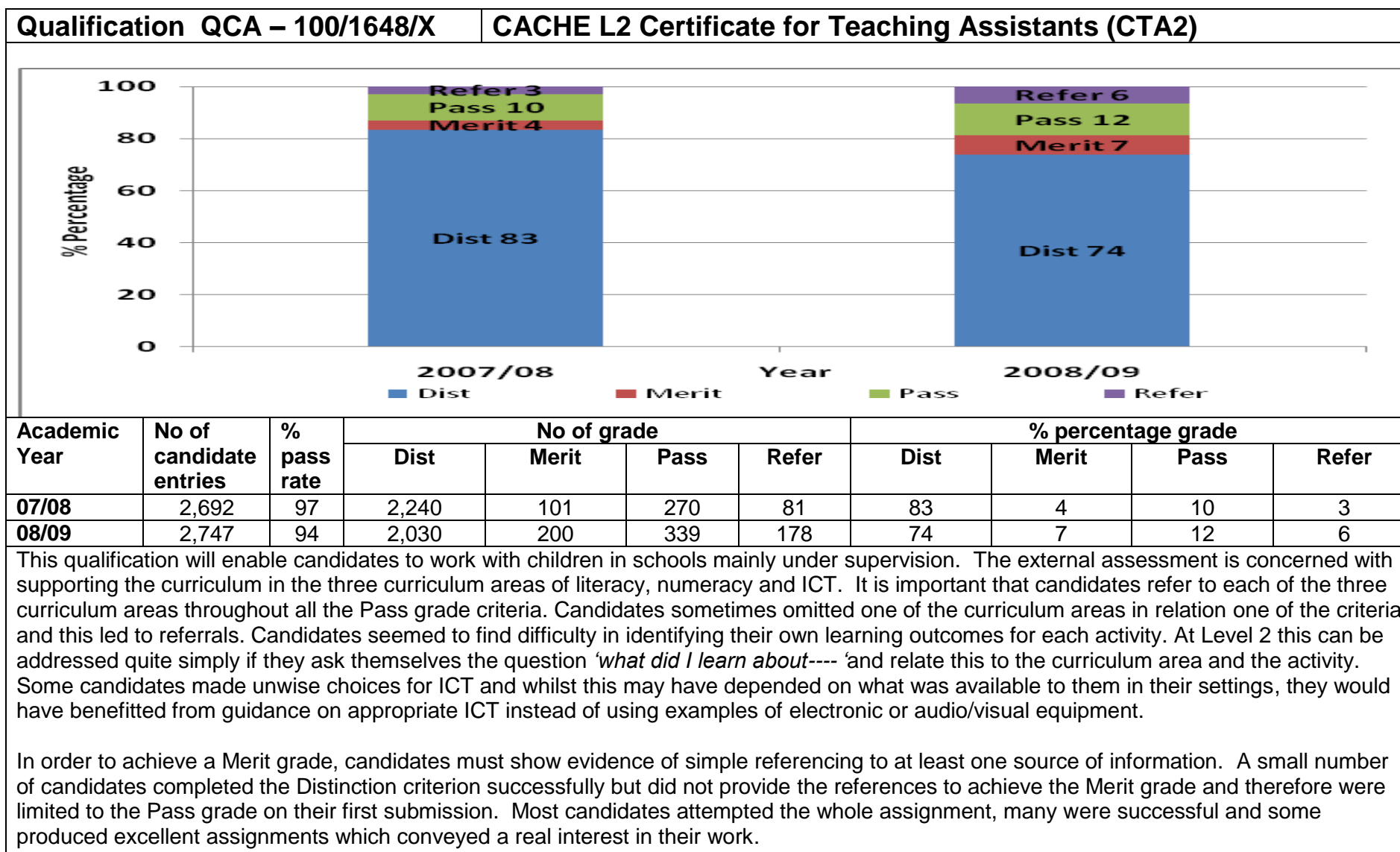
CACHE Level 3 Certificate for Teaching Assistants QCA – 100/0650/1

CACHE Level 3 Supporting Teaching and Learning in Schools QCA – 500/5435/1

Note:

The report relates to the externally assessed component of qualifications.
The data included is examination entries and not qualification achievement rates.

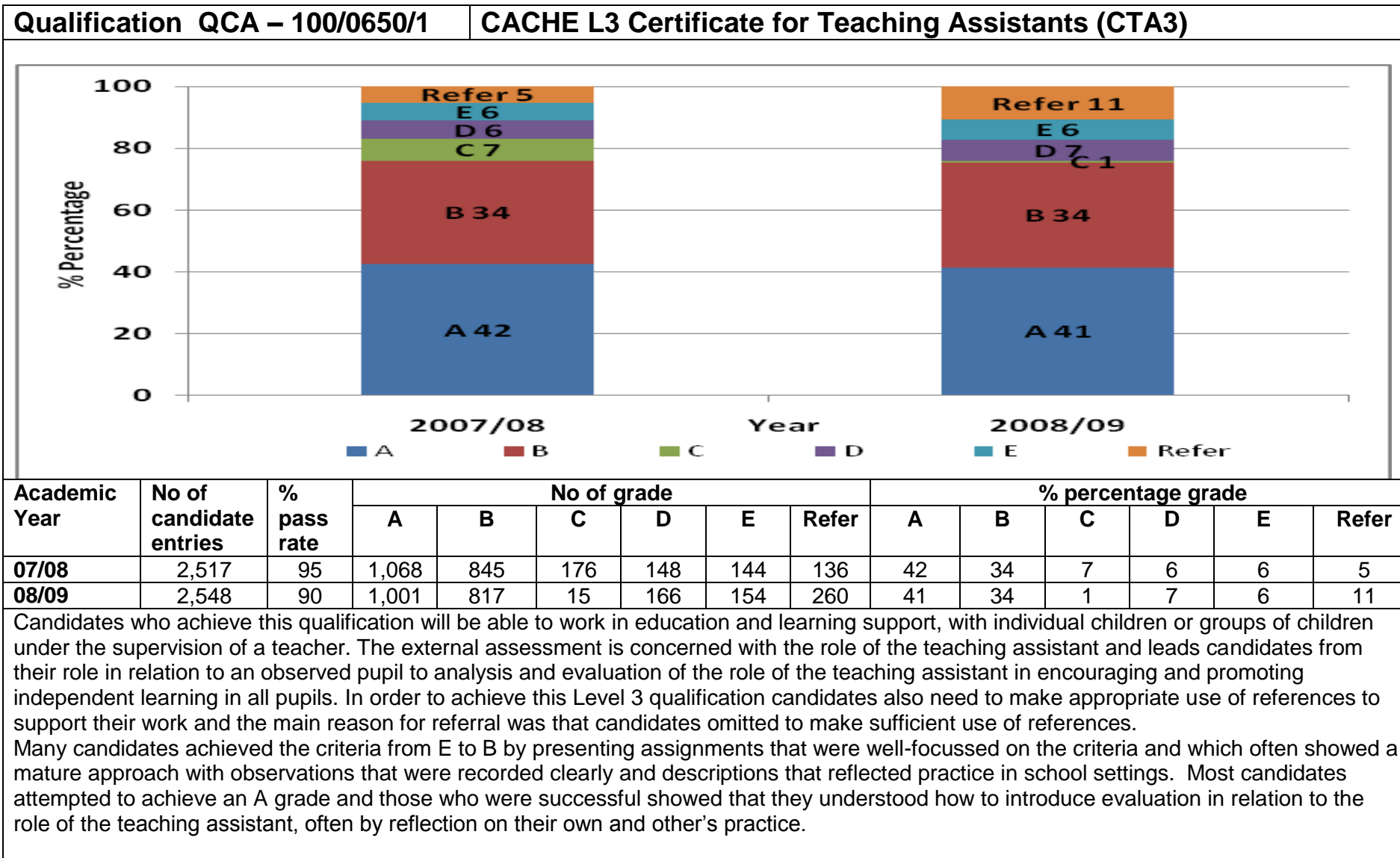
Assessment by Assignment



External Assessment by Assignment

Qualification QCA – 500/5436/3			CACHE L2 Supporting Teaching and Learning in Schools (STLS2)							
<p>2008/09 Year</p> <p>■ Dist ■ Merit ■ Pass ■ Refer</p>										
Academic Year	No of candidate entries	% pass rate	No of grade				% percentage grade			
			Dist	Merit	Pass	Refer	Dist	Merit	Pass	Refer
08/09	217	97	2	65	143	7	1	30	66	3
<p>This qualification replaces the CACHE Level 2 Certificate for Teaching Assistants and will enable candidates to work with children in schools mainly under the supervision of a teacher. The first external assessment took place in June 2009 and it is concerned with providing support to the teacher to deliver the curriculum to children in an age range of choice, based on an understanding of development, of the importance of observations, of play and of transitions in lives of children and young people.</p> <p>Some candidates wrote interesting assignments around the topic but those who did not focus on the specific requirements of each criterion had difficulty obtaining higher marks. Most candidates provided sufficient relevant information to enable them to achieve the qualification at Pass grade but many, although they had submitted assignments generally at the L2 standard, had omitted to focus on <i>each</i> of the criteria and therefore limited the marks they were able to achieve. Some of these candidates had put considerable effort into their assignments and it was unfortunate that they lacked guidance to channel their efforts into meeting the specific requirements of the criteria e.g. some candidates did not link the activities to learning in the area of development they had chosen or to an appropriate curriculum. Some candidates mention a theorist to support their work, but if they do so, the link between the theorist and/or theoretical perspective and the key issues must be shown to gain marks; just including the name of a theorist is not sufficient. Candidates will be more successful in meeting criteria requirements if they take notice of and follow key words such as '<i>describe</i>', '<i>how</i>' (giving possible actions/strategies) and '<i>why</i>' (giving reasons). Some candidates did not consider the reasons for observing <i>regularly</i>.</p> <p>Higher marks were achieved by candidates who developed ideas and used references and examples from practice to illustrate their ideas. Candidates who added some breadth and depth in the responses to higher level criteria were able to achieve Merit grades and some of these candidates looked at issues from different perspectives or different points of view. There was a marked differentiation between work which achieved a Pass grade and work from the candidates who achieved by gaining higher Merit and Distinction grades and whose assignments were representative of a good standard for working with children and young people in schools.</p>										

External Assessment by Assignment



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