

CACHE-L3 Diploma in Child Care and Education (DCCE-L3)

Research Task

CACHE-L3 Certificate in Child Care and Education (CCCE-L3)

Certificate Short Answer Paper

Feedback to centres following the Research Task January 2010 submission

and the

Certificate Short Answer Test February 2010

CACHE-L3 Diploma in Child Care and Education (DCCE-L3)

Research Task information

These are the issues that have had a significant effect on the grades which candidates have achieved for the Research Task in January 2010. They may be helpful for tutors and candidates in preparing for future submissions.

Use of the word limit: The Research Task should be written in the candidates' own words. Candidates will need to use most of the available word limit in order to present sufficient depth and breadth of evidence. Candidates should use their word limit wisely and make sure that all their work is relevant to the criteria.

Marks available for criteria: It is important to think about the available marks for each criterion and write to match the criteria. Candidates should avoid using too many words for the rationale.

The rationale: The Research Task Guidance provides advice in relation to the rationale.

Use of references: Candidates must try to explain theories and provide evidence in their own words and then support their work with references – if this is also linked to practice candidates can show application. Candidates should use references to support their work, not to provide the whole or major part of their response to criteria. Candidates must provide their own references as examiners cannot look up web links.

Theoretical knowledge: References to theory, theorists and recent initiatives should be clearly relevant. Recent research is as valuable as longer-established research. Candidates need to understand the differences between theorists and writers or authors who are not theorists.

Care and learning: There is now a better balance of planning for care and learning in evidence. It is important to maintain the emphasis on both elements

Using the criteria as section headings; Keep to the exact words used in the criteria. Candidates who re-write the criteria in their own words or omit key words may lose the focus and this can lead to incorrect work.

Misinterpretation of criteria: This is a particular issue in criterion 2 where whole groups of candidates have given evidence on theoretical approaches to planning such as Reggio Emilia, rather than current approaches to planning and appropriate methods of planning to meet care and learning needs.

Combining criteria: When candidates attempt to combine criteria they should try to provide sufficient evidence and depth for each of the criterion and consider the total marks that they could achieve. They should also try to keep to the focus of each criterion.

The role of play: Criterion 7 refers to the role of play **not** to role play

Provide, Demonstrate, Analyse, Evaluate: In order to provide the correct type of evidence that the criteria are asking for, candidates should try to respond to these key command words accurately. Candidates can extend from descriptive to analytical by considering 'how' and 'why'. Finding the Level is a useful resource.

Plagiarism: All work must be in the candidates' own words or suitably acknowledged and/or referenced.

Do make a habit of using the Research Task Guidance.

Research Task resubmissions – working within the word limit

In most situations it is not the best action just to add a few more sentences or insert additional information as this may take candidates over the word limit.

First action - candidates need to look at their responses to the criteria they want or need to improve and think carefully about how they may be able to do this. Do they need to provide more evidence? Do they need to show more analysis or evaluation? Have they kept to the criteria? They need to be sure about what they are trying to do before they start.

Second action – candidates should take apart the original sections of their work. Decide what they need to keep and **take out** anything that is unnecessary, irrelevant or unlikely to contribute to marks because it is not in line with the criteria. Use the Research Task Guidance to help to check this.

Third action – candidates can re-write their sections carefully by including the original material they have decided to keep and integrating the new material to improve their evidence. Then candidates will probably be able to use a number of words similar to the words they used in their original section.

Remember that candidates will always be awarded the highest marks that they have achieved for criteria.

CACHE-L3 Certificate in Child Care and Education (CCCE-L3)

Certificate Short Answer Paper

These are the key points which have become evident during the marking of the Certificate Short Answer Paper for January 2010.

Prior learning: Candidates need to be able to recall and apply earlier learning, particularly relating to the developmental stage of children in the age range indicated in the scenario.

The scenario: The scenario provides useful 'revision' points for candidates, especially in relation to particular issues and areas of research. Use the opportunities this presents and capitalise on the information specifically highlighted by bullet points in the scenario.

Policies, procedures and legislation: Candidates frequently confuse policies and procedures with legislation;

Basic actions required for a minor injury: Candidates should understand the difference between their own basic actions and the role of the first aider.

Read questions carefully: In this paper candidates tended to misread questions and to duplicate information relating to 'how to include children' and 'ways to prepare children' **or** to read effective communication with each other as communication with parents **or** to focus on supporting the parents rather than meeting the child's needs

Understanding terms: Candidates struggled with the meaning of 'other professionals' in the early years context. Candidates need to be familiar with as many relevant terms as possible before the test.

Reflective practice: Candidates tended to refer to the setting's practice or to organisation or to the children's activities instead of showing understanding of reflection on 'own' practice.

Recent research: Candidates often had a basic concept of 'parents as partners' but awareness of recent research or references to FYFS//EYFP/ECM/EPPE and to similar research and initiatives tended to be very limited.

The Certificate Short Answer Paper is a synoptic assessment at Level 3 of **Units 3, 4 and 5**. The test can cover any aspect of learning within these units. It is important that candidates are secure in their knowledge throughout the entire syllabus for each unit. The Short Answer test is structured to avoid overlap with the learning assessed in the unit assignments.

CACHE advises that candidates are entered for the Certificate Short Answer Paper only when they have completed all the learning for the three units and have sufficient preparation for this type of assessment.

March 2010