



NCFE CACHE Level 2 Technical Award in Child Development and Care (603/3293/1)

June 2018

Assessment code: TACDC

Paper title: Scenario Based Short Answer Examination

Paper number: Sample

Mark Scheme

v1.0

SAMPLE

This mark scheme has been written by the Assessment Writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of responses expected from a learner
- information on how individual marks are to be awarded.

Marking guidelines

General guidelines

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no relevant material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each section should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the Chief Examiner.

Guidelines for using extended response marking grids

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a learner may produce. It is not a requirement that learners must cover all of the indicative content to be awarded full marks.

Assessment objectives

The AOs that will be assessed against the content in this award are:

A01	Recall knowledge and understanding.
A02	Apply knowledge and understanding.
A03	Analyse to demonstrate understanding of concepts and theories.

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Qu	Marking guidance	Total marks
1(a)	<p>Name three (3) different types of childcare settings that Sam could attend to support knowledge of young children from 0–5 years of age.</p> <p>Award one mark for each example.</p> <p>For example:</p> <ul style="list-style-type: none"> • Private nursery (1) • Nursery school (1) • Nursery class (1) • Primary school (1) • Childminder (1) • Nanny (1) <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p> <p>Unit 1 and Unit 3</p>
1(b)	<p>State two (2) questions that Sam could ask the placement supervisor before beginning the placement.</p> <p>Award one mark for each question stated.</p> <p>For example:</p> <ul style="list-style-type: none"> • What are the signing in procedures in relation to safeguarding young children? For example, should a name badge be worn for parents/carers? (1) • What are the policies and procedures for supporting positive behaviour so that children are offered consistent approaches? (1) <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p> <p>Unit 1 and Unit 3</p>
1(c)	<p>Identify three (3) responsibilities that Sam will have when attending the work placement.</p> <p>Award one mark for each responsibility.</p> <p>For example:</p> <ul style="list-style-type: none"> • Punctuality (1) • Confidentiality (1) • Team work (1) <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p> <p>Unit 1 and Unit 3</p>

2	<p>Using one (1) example, explain how Sam can support the physical development of these children.</p> <p>Award one mark for identifying a way and up to two marks for an explanation of how it supports physical development.</p> <p>For example:</p> <ul style="list-style-type: none"> Sam can provide equipment, such as different sized balls OR hoops (1). The children will enjoy throwing and kicking the balls with Sam (1). This will encourage large motor development through physical activity (1). <p>NB The description must focus on physical development outdoors.</p> <p>Accept other suitable responses.</p>	<p>3</p> <p>A01=1 A02=2</p> <p>Unit 2 and Unit 3</p>
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3	<p>Explain how Sam can support the holistic development of children aged 4 years when playing in the sand.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5–6</td> <td> <p>Application of knowledge of how Sam can support the holistic development of children is appropriate and accurate and shows clear understanding to the context.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">3–4</td> <td> <p>Application of knowledge of how Sam can support the holistic development of children is mostly appropriate, showing some clear understanding to the context. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">1–2</td> <td> <p>Application of knowledge of how Sam can support the holistic development of children may show a lack of understanding to the context. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>The response may include the following but other responses may be judged appropriate.</p> <p>For example: Playing in the sand allows for holistic development. For example cognitive and language development will be supported as children use early mathematical language to support the development of concepts such as ‘less than/more than’, same as, heavy, light, as well as scientific language such as changes to properties when sand is wet/dry.</p> <p>Social and emotional development will be promoted as children play in groups, sharing, modelling behaviour, negotiating and cooperating as they do. Playing in the sand will allow children to express their feelings, use symbolic representation-use imagination.</p> <p>NB Answers must relate to holistic development.</p> <p>Accept other suitable responses.</p>	Marks	Description	5–6	<p>Application of knowledge of how Sam can support the holistic development of children is appropriate and accurate and shows clear understanding to the context.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>	3–4	<p>Application of knowledge of how Sam can support the holistic development of children is mostly appropriate, showing some clear understanding to the context. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p>	1–2	<p>Application of knowledge of how Sam can support the holistic development of children may show a lack of understanding to the context. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. Links may be made but are often inappropriate.</p>	0	No relevant material.	<p>6</p> <p>AO2=3 AO3=3</p> <p>Unit 2 and Unit 3</p>
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4(a)	Complete the table to give the age of the child at the stage of development.	2
		AO2=2
		Unit 1 and Unit 3

Stage of development	Age
A child who can show sympathy and comfort to a friend who is upset.	5 years (1)
Most babies begin to babble	6 months (1)

4(b)	<p>Identify and briefly explain two (2) ways that Sam could use model making to support a child’s cognitive development.</p> <p>Award one mark for identifying a way that Sam could use model making and one mark for explaining that way (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • Sam would be able to introduce children to shape and size through model making (1). Shape and size will support the development of early mathematical concepts, reasoning and creativity (1). • Sam would be able to encourage problem solving through model making (1). The children will problem solve and contribute ideas to help modify or adapt their learning, seen when selecting resources that will be used as part of the model making (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2 AO2=2</p>
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5(a)	<p>Identify three (3) other transitions that a young child may experience.</p> <p>Award one mark for identifying a transition that a young child may experience.</p> <p>For example:</p> <ul style="list-style-type: none"> • Birth in the family (1) • Bereavement in the family (1) • Separation in the family (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p> <p>Unit 2 and Unit 3</p>
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<p>5(b)</p>	<p>Identify and describe two (2) ways that starting school can impact on a child’s social and emotional development.</p> <p>Award one mark for identifying a way that starting school can impact on a child’s social and emotional development and one mark for a description of that way (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • Children may be ‘clingy’ to the primary carer (1). The child may appear more dependent on their primary carer as they may be worried about starting school and anxious about leaving their primary carer for most of the day (1). • Children may regress in their developmental milestones (1) for example a child who was confident in small groups of children may become withdrawn until new friendship groups are established (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2 AO2=2</p> <p>Unit 2 and Unit 3</p>
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<p>5(c)</p>	<p>Use two (2) examples to explain how Sam could help children aged 3 years to develop positive relationships with their peers.</p> <p>Award one mark for the example and up to two marks for the explanation (2x3).</p> <p>For example:</p> <ul style="list-style-type: none"> • Sam could plan activities such as playing simple board games with small groups of children (1). This will encourage the development of positive relationships through communication when talking about the rules of the game and moving discussions forward during the activity (1). Sharing when taking turns and waiting for own turn (1). • Sam could lead discussions with the young children that encourage communication (1). Conversations should be based on mutual interest, for example, talking to young children that are engaged in the same type of activity (1). Sam could plan an activity that builds on this mutual interest and encourage the children to participate and contribute their own ideas to take the play forward in their peer group (1). <p>Accept other suitable responses.</p>	<p>6</p> <p>AO2=2 AO3=4</p> <p>Unit 1, Unit 2 and Unit 3</p>
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<p>6</p>	<p>Identify and briefly explain two (2) reasons why childcare practitioners may ask Sam to observe young children.</p> <p>Award one mark for identifying a reason and one mark for a brief explanation of that reason (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • Sam may be asked to observe children to find out about the child's stage of development in a specific area such as physical development (1). Observations can be used by practitioners to plan appropriately engaging activities and experiences for the child's next steps based on need, stage and interest (1). • Sam may be asked to observe to find out about a child's stage of development in a specific area such as physical development (1). Observations can be used as early intervention strategies to support children in need. For example, to monitor developmental progress in relation to special educational need and disability (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2 AO2=2</p> <p>Unit 2 and Unit 3</p>
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<p>7(a)</p>	<p>Identify one (1) biological factor and one (1) environmental factor that may impact on a child’s development.</p> <p>Award one mark for a biological factor and one mark for an environmental factor.</p> <p>For example:</p> <ul style="list-style-type: none"> • biological factor – born with a genetic health condition (1) • environmental factor – poverty (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p> <p>Unit 2 and Unit 3</p>
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SAMPLE

7(b)	<p>Discuss the impact that the environmental factor identified in 7(a) may have on a child’s holistic development.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center; width: 15%;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;">5–6</td> <td> <p>Analysis to demonstrate understanding of concepts and theories is highly effective, with a discussion that is detailed and relevant.</p> <p>The content selected shows a wide range of knowledge and understanding and is fully accurate.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">3–4</td> <td> <p>Analysis to demonstrate understanding of concepts and theories is effective, with a discussion that is mostly detailed and relevant.</p> <p>The content selected shows a range of knowledge and understanding and is mostly accurate.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">1–2</td> <td> <p>Analysis to demonstrate understanding of concepts and theories is of limited effectiveness, with a discussion that lacks detail and is not always relevant.</p> <p>The content selected shows a limited range of knowledge and understanding, with partial accuracy.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>The response may include the following but other responses may be judged appropriate.</p> <p>For example:</p> <ul style="list-style-type: none"> • Poverty can affect the child’s holistic development by limiting the choices available for play experiences. • Not being able to access leisure facilities with their friends may impact on a child’s social development. Social exclusion from peer groups may interrupt peer group relationships and effect the child’s confidence and self-esteem. • Physical development may be affected if the child is unable to play freely outdoors and has limited play resources. • Cognitive development may be affected if the child is unable to build on their learning at the early years setting at home as they may not be able to access age appropriate activities or experiences. To extend learning through a continuous cycle of learning may be limited. <p>Accept other suitable responses.</p>	Marks	Description	5–6	<p>Analysis to demonstrate understanding of concepts and theories is highly effective, with a discussion that is detailed and relevant.</p> <p>The content selected shows a wide range of knowledge and understanding and is fully accurate.</p>	3–4	<p>Analysis to demonstrate understanding of concepts and theories is effective, with a discussion that is mostly detailed and relevant.</p> <p>The content selected shows a range of knowledge and understanding and is mostly accurate.</p>	1–2	<p>Analysis to demonstrate understanding of concepts and theories is of limited effectiveness, with a discussion that lacks detail and is not always relevant.</p> <p>The content selected shows a limited range of knowledge and understanding, with partial accuracy.</p>	0	No relevant material.	<p>6</p> <p>AO3=6</p> <p>Unit 2 and Unit 3</p>
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<p>8</p>	<p>Give two (2) reasons why Sam must pass this information on to the placement supervisor.</p> <p>Award one mark for each reason.</p> <p>For example:</p> <ul style="list-style-type: none"> • The information Sam receives may need to be recorded (1) • The information Sam receives may be important for the Key Person to know as it may concern the child's needs that day (1) • The information may be important in relation to safeguarding the child (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p> <p>Unit 1 and Unit 3</p>
<p>9(a)</p>	<p>Name one (1) piece of legislation for inclusion and diversity.</p> <p>Award one mark for:</p> <ul style="list-style-type: none"> • The Equality Act 2010 (1). <p>NB No other response should be accepted.</p>	<p>1</p> <p>AO1=1</p> <p>Unit 1 and Unit 3</p>
<p>9(b)</p>	<p>Give three (3) examples of how Sam can contribute to inclusive practice during the work placement experience.</p> <p>Award one mark for each example of how Sam can contribute to inclusive practice during her work placement experience.</p> <p>For example:</p> <ul style="list-style-type: none"> • Sam can contribute to inclusive practice by making sure that activities and experiences planned for the children allow all of the children an opportunity to participate (1) • Sam can contribute to inclusive practice by making sure that the resources reflect diversity (1). (Learners may name resources such as cooking utensils, clothes, props for festivals/traditions or books) • Sam can contribute to inclusive practice by planning activities and experiences that are set at an appropriate level for the children she is working with (1). <p>Accept other appropriate responses.</p>	<p>3</p> <p>AO2=3</p> <p>Unit 1, Unit 2 and Unit 3</p>

<p>10</p>	<p>Name three (3) procedures that will be included in an early years' health and safety policy.</p> <p>Award one mark for each procedure.</p> <p>For example:</p> <ul style="list-style-type: none"> • Fire drill/evacuation procedure (1) • Collection procedures/registration (1) • First Aider (1) • Security of building (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p> <p>Unit 1 and Unit 3</p>
<p>11</p>	<p>Sam sees a parent outside of the setting and chats to them about an incident involving another child. The parent is upset and makes an appointment with the class teacher.</p> <p>This is an example of an action which:</p> <p>Award one mark for:</p> <p>A – breeches the setting's policy for confidentiality (1).</p>	<p>1</p> <p>AO2=1</p> <p>Unit 1 and Unit 3</p>
<p>12</p>	<p>Give two (2) reasons why policies and procedures are required in an early years setting.</p> <p>Award one mark for each reason.</p> <p>For example:</p> <ul style="list-style-type: none"> • Policies and procedures are required to make sure settings are practicing in line with legal requirements (1). • Policies and procedures help childcare practitioners to understand what their role and responsibilities are (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p> <p>Unit 1 and Unit 3</p>

<p>13</p>	<p>Suggest three (3) ways that Sam can prepare for the examination.</p> <p>Award one mark for each suggestion.</p> <p>For example:</p> <ul style="list-style-type: none"> • Reading and highlighting key words (1) • Making notes (1) • Discussing learning with a friend or as part of class revision (1) • Managing time so that Sam has allocated revision sessions (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p> <p>Unit 1 and Unit 3</p>
<p>14(a)</p>	<p>Identify and describe one (1) age appropriate activity or experience for Lindy.</p> <p>For example:</p> <ul style="list-style-type: none"> • Sam could set up and supervise a role play area outdoors to simulate a garden centre. (1) The area could be resourced with age appropriate resources such as gardening trowels, plants, seed, soil and plant pots. (1) <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p> <p>Unit 1, Unit 2 and Unit 3</p>

<p>14(b)</p>	<p>Explain how Sam can plan the activity in 14(a) to build on Lindy’s interest and encourage learning.</p> <table border="1"> <thead> <tr> <th data-bbox="295 302 427 338">Marks</th> <th data-bbox="427 302 1264 338">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="295 338 427 562">5–6</td> <td data-bbox="427 338 1264 562"> <p>Analysis to demonstrate understanding of concepts and theories is highly effective, with an explanation that is detailed and relevant.</p> <p>The content selected shows a wide range of knowledge and understanding and is fully accurate.</p> </td> </tr> <tr> <td data-bbox="295 562 427 786">3–4</td> <td data-bbox="427 562 1264 786"> <p>Analysis to demonstrate understanding of concepts and theories is effective, with an explanation that is mostly detailed and relevant.</p> <p>The content selected shows a range of knowledge and understanding and is mostly accurate.</p> </td> </tr> <tr> <td data-bbox="295 786 427 1003">1–2</td> <td data-bbox="427 786 1264 1003"> <p>Analysis to demonstrate understanding of concepts and theories is of limited effectiveness, with an explanation that lacks detail and is not always relevant.</p> <p>The content selected shows a limited range of knowledge and understanding, with partial accuracy.</p> </td> </tr> <tr> <td data-bbox="295 1003 427 1048">0</td> <td data-bbox="427 1003 1264 1048">No relevant material.</td> </tr> </tbody> </table>	Marks	Description	5–6	<p>Analysis to demonstrate understanding of concepts and theories is highly effective, with an explanation that is detailed and relevant.</p> <p>The content selected shows a wide range of knowledge and understanding and is fully accurate.</p>	3–4	<p>Analysis to demonstrate understanding of concepts and theories is effective, with an explanation that is mostly detailed and relevant.</p> <p>The content selected shows a range of knowledge and understanding and is mostly accurate.</p>	1–2	<p>Analysis to demonstrate understanding of concepts and theories is of limited effectiveness, with an explanation that lacks detail and is not always relevant.</p> <p>The content selected shows a limited range of knowledge and understanding, with partial accuracy.</p>	0	No relevant material.	<p>6</p> <p>AO3=6</p> <p>Unit 1, Unit 2 and Unit 3</p>
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<p>For example:</p> <p>Sam should talk to the children about the ‘new garden centre’ and ask Lindy if she would help to plant some of the plants outside. Sam should also show pictures of a garden centre to the children to raise their interest. This will introduce children to new vocabulary and invite conversations about shared experiences, for example, ‘I do this with my nan’ or ‘my brother doesn’t do it like this’.</p> <p>Sam could lead in the activity by ‘buying’ some seeds, a trowel and a plant pot before trowelling some soil into the pot. When the soil is watered Sam can talk about the changes to the way the soil feels, and talk about why the seeds/plant need water and sunshine to grow, introducing early concepts for science.</p> <p>Accept other suitable responses.</p>												

15	<p>Explain how Sam can promote learning opportunities from everyday care routines.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Mark</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">7–9</td> <td> <p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4–6</td> <td> <p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–3</td> <td> <p>A limited range of relevant knowledge and understanding is shown, but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td style="text-align: center;"></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>The response may include the following but other responses may be judged appropriate.</p> <p>For example:</p> <ul style="list-style-type: none"> • Sam can encourage children to take turns when setting the table to support social skills through participation as part of a peer group activity. • Sam can promote independent care routines that encourage handwashing. For example following outdoor play, before and after meals/snacks, as well as part of personal toileting routines. 	Level	Mark	Description	3	7–9	<p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>	2	4–6	<p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p>	1	1–3	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>		0	No relevant material.	<p>9</p> <p>AO1=3 AO2=3 AO3=3</p> <p>Unit 2 and Unit 3</p>
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1	1–3	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>															
	0	No relevant material.															

	<ul style="list-style-type: none"> • Sam can use meals and snacks to promote language by encouraging discussions around the day. • Meals and snacks or other group times such as, registration or circle time, will also be an opportunity to consider behaviour and introduce manners through simple vocabulary such as ‘please and thank you’ • Meals and snack time can also provide Sam with an opportunity to talk about healthy eating with the children through informal, incidental experiences • It is important that Sam uses everyday routines to support learning as children will be able to grow in independence and self-reliance. • Routines that are developed early in a child’s life can help establish healthy choices for children as they begin to make sense of the world around them. For example, making healthy choices about their diet. • The children will copy Sam and so it is important that Sam is always professional and provides a positive role model for the children so that they are encouraged to participate in learning opportunities from everyday care routines. • Areas of learning within the Early Years Foundation Stage can be linked to everyday care routines and Sam will be able to observe children to track any progress as well as identify any needs a child may have. For example if a child is struggling with buttons/zips when using the toilet this may explain why he/she is having accidents. <p>Accept other appropriate responses.</p>	
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Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1(a)	3			3
1(b)		2		2
1(c)	3			3
2	1	2		3
3		3	3	6
4(a)		2		2
4(b)	2	2		4
5(a)	3			3
5(b)	2	2		4
5(c)		2	4	6
6	2	2		4
7(a)	2			2
7(b)			6	6
8		2		2
9(a)	1			1
9(b)		3		3
10	3			3
11		1		1
12	2			2
13	3			3
14(a)		2		2
14(b)			6	6
15	3	3	3	9
Total	30	28	22	80
%	37.5	35	27.5	100