



**NCFE CACHE Level 3 Certificate in Preparing to Work
in Early Years Education and Care (601/3955/9)**

**NCFE CACHE Level 3 Diploma in Early Years
Education and Care (Early Years Educator)
(601/2147/6)**

**NCFE CACHE Technical Level 3 Diploma in Early
Years Education and Care (Early Years Educator)
(601/8438/3)**

May 2019

Assessment code: EYE/SAE

Paper number: Past Paper

Mark Scheme

v1.1 Final

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 response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each question.

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 creditworthy 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 response 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. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. 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 either, that learners must cover all of the indicative content to be awarded full marks.

Assessment objectives

This unit requires learners to show:

AO1	Recall of knowledge and understanding
AO2	Application of knowledge and understanding
AO3	Analysis
AO4	Evaluation

Qu	Mark scheme	Total marks																		
1	<p>Describe how early years practitioners can promote children's healthy eating.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>4</td><td>13–15</td><td>Response shows accuracy and development of knowledge.</td></tr> <tr> <td>3</td><td>9–12</td><td>Understanding shown, relevant examples or links to practice may be given.</td></tr> <tr> <td>2</td><td>5–8</td><td>Mainly correct with some development.</td></tr> <tr> <td>1</td><td>1–4</td><td>Basic recall of knowledge relevant to the question.</td></tr> <tr> <td></td><td>0</td><td>No relevant material.</td></tr> </tbody> </table> <p>Indicative content</p> <p>Description of how early years practitioners can promote children's healthy eating may include:</p> <ul style="list-style-type: none"> • ensuring healthy snacks and water are available and accessible to children • promoting healthy eating or food choices by being a positive role model for children • discussing healthy diets and nutrition with children during snack or mealtimes • establishing positive snack and mealtime routines in the setting • planning activities and learning experiences that encourage children to handle and discuss healthy foods • embedding nutrition or healthy eating habits into the curriculum • embedding nutrition or healthy eating habits into the everyday learning environment, for example the role-play area • following the setting's healthy eating policy/procedure • involving children in the growing or preparation of healthy foods • planning visits to local farms to educate children about healthy food production • introducing healthy foods for children to taste • information is provided for families such as tips for healthy packed lunches • involving parents in food activities in the setting such as cookery • ensuring healthy menus are shared with parents on noticeboards or the setting's website • sharing books and everyday conversations about healthy diets. <p>Accept other valid knowledge of promoting healthy eating.</p>	Level	Marks	Description	4	13–15	Response shows accuracy and development of knowledge.	3	9–12	Understanding shown, relevant examples or links to practice may be given.	2	5–8	Mainly correct with some development.	1	1–4	Basic recall of knowledge relevant to the question.		0	No relevant material.	<p>15</p> <p>AO1=15</p>
Level	Marks	Description																		
4	13–15	Response shows accuracy and development of knowledge.																		
3	9–12	Understanding shown, relevant examples or links to practice may be given.																		
2	5–8	Mainly correct with some development.																		
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2	<p>Explain how secure attachments support a child's emotional well-being.</p> <table border="1" data-bbox="244 353 1233 954"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>5</td><td>17–20</td><td>Accurate application of knowledge with coherent discussion and valid conclusion(s).</td></tr> <tr> <td>4</td><td>13–16</td><td>Response shows development of knowledge and understanding of the subject. Development <i>may</i> be shown through appropriate links to legislation/initiatives/theory or frameworks or evidence of analysis.</td></tr> <tr> <td>3</td><td>9–12</td><td>Understanding mainly correct with some development. May include views, opinions or links to practice.</td></tr> <tr> <td>2</td><td>5–8</td><td>Relevant knowledge shown.</td></tr> <tr> <td>1</td><td>1–4</td><td>Basic knowledge shown; simple statements.</td></tr> <tr> <td></td><td>0</td><td>No relevant material.</td></tr> </tbody> </table> <p>Indicative content</p> <p>Explanations should show understanding of the importance of secure attachments for children's emotional well-being and may include:</p> <ul style="list-style-type: none"> • helps children learn effective ways to manage their emotions/feelings and therefore their own behaviour • supports separation from parents/carers whilst the child is in the setting • provides the child with opportunities to express own needs and interests • impacts on a positive sense of identity and self-esteem for well-adjusted development • supports children to develop skills for self-efficacy and independence • provides the child with opportunities to talk about worries or concerns • provides the child with opportunities to express their feelings • a foundation of healthy attachment helps children form other healthy relationships • supports a child to develop the life skill of emotional resilience • studies show that secure attachments activate feel-good hormones which enable children to thrive. <p>Accept other valid explanations.</p>	Level	Marks	Description	5	17–20	Accurate application of knowledge with coherent discussion and valid conclusion(s).	4	13–16	Response shows development of knowledge and understanding of the subject. Development <i>may</i> be shown through appropriate links to legislation/initiatives/theory or frameworks or evidence of analysis.	3	9–12	Understanding mainly correct with some development. May include views, opinions or links to practice.	2	5–8	Relevant knowledge shown.	1	1–4	Basic knowledge shown; simple statements.		0	No relevant material.	<p>20</p> <p>AO2=20</p>
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3	<p>Describe the methods that practitioners can use to communicate effectively with children in an early years setting.</p> <table border="1" data-bbox="244 356 1235 732"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>8–10</td><td>Response shows accurate knowledge and understanding of the subject with depth.</td></tr> <tr> <td>2</td><td>4–7</td><td>Understanding shown with some development. May use relevant examples or give links to practice.</td></tr> <tr> <td>1</td><td>1–3</td><td>Basic recall of knowledge relevant to the question.</td></tr> <tr> <td></td><td>0</td><td>No relevant material.</td></tr> </tbody> </table> <p>Indicative content</p> <p>Description of the methods that practitioners can use to communicate effectively with children in an early years setting may include:</p> <ul style="list-style-type: none"> • getting down on the child's level to ensure positive eye contact can be maintained and the child does not feel intimidated • maintaining positive eye contact to show the child that practitioners are interested in what they have to communicate • using open body language which is not hostile to encourage the child to freely approach practitioners • using age-appropriate language or concepts which will put the child at ease and avoid confusion • using a calm tone of voice as this helps the child feel secure • using positive facial expressions as children 'pick up' on non-verbal signals • mirroring the child's facial expression as this shows the child that they are understood • actively listening to focus on what the child has to say and ignore distractions in the environment • empathising to show that you acknowledge the child's feelings • showing patience by not interrupting or finishing the child's sentence to give the child time to finish what they have to say • repeating key phrases back to the child to confirm you understand their views/opinions. <p>Accept other relevant methods.</p>	Level	Marks	Description	3	8–10	Response shows accurate knowledge and understanding of the subject with depth.	2	4–7	Understanding shown with some development. May use relevant examples or give links to practice.	1	1–3	Basic recall of knowledge relevant to the question.		0	No relevant material.	<p>10</p> <p>AO1=10</p>
Level	Marks	Description															
3	8–10	Response shows accurate knowledge and understanding of the subject with depth.															
2	4–7	Understanding shown with some development. May use relevant examples or give links to practice.															
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4	<p>Discuss why early years practitioners should provide children with opportunities for risk and challenge.</p> <table border="1" data-bbox="244 358 1233 1104"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>5</td><td>17–20</td><td>Coherent discussion with reasoned judgements. Analysis from more than one perspective.</td></tr> <tr> <td>4</td><td>13–16</td><td>Development of knowledge and understanding of the subject. Development of discussion to include relevant links to legislation/initiatives/theory or frameworks. Evidence of analysis.</td></tr> <tr> <td>3</td><td>9–12</td><td>Understanding mainly correct with some development. May include views, opinions and/or application to practice.</td></tr> <tr> <td>2</td><td>5–8</td><td>Relevant knowledge and understanding shown.</td></tr> <tr> <td>1</td><td>1–4</td><td>Basic knowledge shown; simple statements.</td></tr> <tr> <td></td><td>0</td><td>No relevant material.</td></tr> </tbody> </table> <p>Indicative content</p> <p>Discussion of why early years practitioners should provide children with opportunities for risk and challenge may include:</p> <ul style="list-style-type: none"> • helps children to problem solve as strategies are required to overcome challenges • the 'cotton wool' approach can limit children's exploration and development of skills • allows children to gain independence as they can make choices about the best way to manage a risk • allows children the opportunity to experiment in a stimulating but safe environment • everyday life presents risk and challenge so this supports children to assess and manage risk and make informed judgements • develops children's skills when children have the opportunity to stretch their abilities • helps children gain confidence as they are able to develop experience in positive risk-taking • children gain experience in understanding the consequences of their own actions • impacts on children's confidence and self-esteem as they push themselves and become more aware of their capabilities • helps children to see challenges as problems to overcome rather than to fear 	Level	Marks	Description	5	17–20	Coherent discussion with reasoned judgements. Analysis from more than one perspective.	4	13–16	Development of knowledge and understanding of the subject. Development of discussion to include relevant links to legislation/initiatives/theory or frameworks. Evidence of analysis.	3	9–12	Understanding mainly correct with some development. May include views, opinions and/or application to practice.	2	5–8	Relevant knowledge and understanding shown.	1	1–4	Basic knowledge shown; simple statements.		0	No relevant material.	<p>20</p> <p>AO3=20</p>
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	<ul style="list-style-type: none"> • supports children to develop skills such as balance and spatial awareness • prevents children from seeking adventure in reckless ways. <p>Accept other valid discussion.</p>	
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5	<p>Discuss why early years practitioners should consider equality and diversity when planning activities for children.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>4</td><td>13–15</td><td>Evaluation of relevant issues to form a valid conclusion.</td></tr> <tr> <td>3</td><td>9–12</td><td>Coherent discussion to include links to legislation/initiatives/theory or frameworks.</td></tr> <tr> <td>2</td><td>5–8</td><td>Understanding mainly correct with some development. May include valid views, opinions and/or application to practice.</td></tr> <tr> <td>1</td><td>1–4</td><td>Basic knowledge shown relevant to the question.</td></tr> <tr> <td></td><td>0</td><td>No relevant material.</td></tr> </tbody> </table> <p>Indicative content</p> <p>Discussion of why early years practitioners should consider equality and diversity when planning activities for children and may include:</p> <ul style="list-style-type: none"> • recognises that children are unique and have individual needs and interests • recognises the range of individual experiences and backgrounds of children • contributes to an enabling environment to support children's learning and development • ensures differentiation so that all children can access and enjoy the activities • children have different learning styles or educational needs • ensures a fair and varied curriculum • reflects the diverse and multicultural society we live in • ensures each child's pace of development is acknowledged and supported • contributes to children's security, confidence and self-esteem • values and celebrates similarities and differences • promotes positive partnership with parents/carers • promotes positive relationships amongst children in the setting • ensures practitioners are adhering to their own professional responsibilities 	Level	Marks	Description	4	13–15	Evaluation of relevant issues to form a valid conclusion.	3	9–12	Coherent discussion to include links to legislation/initiatives/theory or frameworks.	2	5–8	Understanding mainly correct with some development. May include valid views, opinions and/or application to practice.	1	1–4	Basic knowledge shown relevant to the question.		0	No relevant material.	<p>15 AO4=15</p>
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	<ul style="list-style-type: none"> ensures practitioners are adhering to the regulatory framework demonstrates respect for all children ensures equality and anti-discriminatory practice in the setting reduces barriers and inequalities between individuals. <p>Accept other valid discussion.</p>	
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6	<p>Describe how practitioners in an early years setting can involve parents and/or carers in their child's learning and development.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>5</td><td>17–20</td><td>Accurate application of knowledge with coherent discussion and valid conclusion(s).</td></tr> <tr> <td>4</td><td>13–16</td><td>Response shows development of knowledge and understanding of the subject. Development <i>may</i> be shown through appropriate links to legislation/initiatives/theory or frameworks or evidence of analysis.</td></tr> <tr> <td>3</td><td>9–12</td><td>Understanding mainly correct with some development. May include views, opinions or links to practice.</td></tr> <tr> <td>2</td><td>5–8</td><td>Relevant knowledge shown.</td></tr> <tr> <td>1</td><td>1–4</td><td>Basic knowledge shown; simple statements.</td></tr> <tr> <td></td><td>0</td><td>No relevant material.</td></tr> </tbody> </table> <p>Indicative content</p> <p>Description of how practitioners in an early years setting can involve parents and/or carers in their child's learning and development may include:</p> <ul style="list-style-type: none"> inviting parents and/or carers into the setting so that they can see their child's work and strategies in place to support development sending reading books home so that parents and/or carers can support work done in school and see progress made communicating with parents and/or carers about their children's progress so that together issues can be identified early and strategies to support development put into place holding parents' evening or open days to share achievements and areas for concern making parents and/or carers feel welcome in the setting so they are more likely to have a positive partnership with practitioners 	Level	Marks	Description	5	17–20	Accurate application of knowledge with coherent discussion and valid conclusion(s).	4	13–16	Response shows development of knowledge and understanding of the subject. Development <i>may</i> be shown through appropriate links to legislation/initiatives/theory or frameworks or evidence of analysis.	3	9–12	Understanding mainly correct with some development. May include views, opinions or links to practice.	2	5–8	Relevant knowledge shown.	1	1–4	Basic knowledge shown; simple statements.		0	No relevant material.	<p>20 AO2=20</p>
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	<ul style="list-style-type: none"> • maintaining an open-door policy to ensure parents and/or carers can ask questions and get ideas on how to support their child's learning and development • encouraging parents and/or carers to volunteer for outings or activities so that they can become familiar with staff and have a sense of belonging with the setting • including parents and/or carers in decisions about their children's learning and development which will make them feel valued • valuing the suggestions and ideas parents and/or carers provide so that they continue to contribute and take an active role in their child's education. <p>Accept other valid descriptions.</p>	
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Assessment Objective Grid

Question	AO1	AO2	AO3	AO4	Total
1	15				15
2		20			20
3	10				10
4			20		20
5				15	15
6		20			20
Total	25	40	20	15	100