

NCFE

CACHE

NCFE CACHE Level 3 Applied General Award for Early Years, Childcare and Education (603/2987/7)

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

Assessment code: **AGAEYCE**

Time allowed: **1 hour 45 minutes**

Paper number: **Past paper**

Time: **9.00am – 10.45am**

Assessment date: **Thursday 6 June 2024**

Learner instructions

- Use black ink.
- Answer **all** questions.
- Read each question carefully.
- You **must** write your responses in the spaces provided.
- You may do rough work in this answer book. Cross through any work you do not wish to be marked.
- If you use a supplementary answer booklet, you must add your learner name, learner number and centre number to the front cover of the booklet. Insert your supplementary answer booklet inside this question paper at the end of your test.
- All of the work you submit **must** be your own.

Learner information

- The marks available for each question are shown in brackets.
- The maximum mark for this paper is 84.

Do not turn over until the invigilator tells you to do so.

Please complete / check your details below

Learner name:

Centre name:

Learner number:

Centre number:



Answer **all** questions in the spaces provided.

Chloe, aged 4 years, has happily attended a day nursery since the age of 2 years. She will soon transition to a primary school where none of her nursery friends will attend.

Chloe requires daily medication. She enjoys role play and is meeting most of her developmental milestones. Chloe has exceeded expectations in her language development. However, she lacks resilience and can easily become upset when faced with new experiences or unplanned changes.

During Chloe's first transition visit to the primary school she does not want to participate and becomes upset. Miss Nowak is a childcare practitioner working at the primary school. She will work in partnership with Chloe's parents and childcare practitioners at Chloe's nursery to support Chloe's transition, help Chloe to make friends and feel secure in her new school.

- 1** Chloe will soon be having a transition from the day nursery to the primary school, which may affect her development.

Identify **four (4) other** transitions that Chloe may experience from birth to aged 19 years that may have an effect on her development.

[4 marks]

Transition 1 _____

Transition 2 _____

Transition 3 _____

Transition 4 _____

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2 One responsibility of the childcare practitioner is to support Chloe's transition to the primary school.

Identify **two (2) other** responsibilities the childcare practitioner may have when working in a nursery.

[2 marks]

1 _____

2 _____

3 There are many differences between the day nursery and the primary school that Chloe will attend.

(i) Describe **two (2) differences** between a day nursery and a primary school.

(ii) Describe **two (2) similarities** between a day nursery and a primary school.

[4 marks]

Differences between a day nursery and a primary school

1 _____

2 _____

Similarities between a day nursery and a primary school

1 _____

2 _____



4 Recently, the role play area in Chloe's nursery was set up as a hospital ward, with beds and medical dressing up clothes. The area also includes bandages, temperature charts and a range of pretend medical equipment.

Explain how playing in this role play area supports the development of:

- (i) a physical skill
- (ii) a social skill.

[4 marks]

Physical skill _____

Social skill _____

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- 5 The childcare practitioners complete an assessment of the milestones that Chloe has achieved.

Use ticks to identify **four (4)** milestones Chloe would be expected to meet at aged 4 years.

Complete **Table 1**.

You **must** only tick **four (4)** boxes.

[4 marks]

Table 1

Milestones	Tick (✓)
Can balance and skate using roller skates	
Can catch, kick, throw and bounce a ball	
Can comfort others when they are hurt or sad	
Can eat skilfully with a spoon and fork	
Can express themselves in writing	
Can resolve conflicts	
Can sort objects into groups	
Can understand how to tell the time	

Please turn over for the next question.



7 During a visit to the primary school, the practitioners notice that Chloe is lacking confidence and resilience.

- (i) Identify the meaning of resilience.
- (ii) Give **one (1) other** example of a behaviour that may show Chloe is lacking resilience.

[2 marks]

Meaning of resilience _____

Example of behaviour _____



8

The childcare practitioners understand that being confident supports resilience.

- (i) Identify **two (2)** ways that the childcare practitioners can support Chloe to develop confidence.
- (ii) Describe how **each** way identified in (i) will support the development of Chloe's confidence.

[4 marks]

Way 1 _____

Description 1 _____

Way 2 _____

Description 2 _____

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- 10** The childcare practitioners know that physiological and psychological impositions affect brain development.

Use ticks to identify whether **family, health and motivation** are physiological or psychological impositions.

Complete **Table 2**.

You **must** only tick **one (1)** box for **each** factor.

[3 marks]

Table 2

Factors	Physiological impositions	Psychological impositions
Family		
Health		
Motivation		

- 11** Bronfenbrenner is a theorist who made suggestions about how children learn and develop.

Name **three (3) other** theorists who have made suggestions about how children learn and develop.

[3 marks]

Theorist 1 _____

Theorist 2 _____

Theorist 3 _____



12 (a) In his child development theory, Bronfenbrenner identifies different ecological systems. The microsystem is one of these systems.

(i) Name **two (2) other** ecological systems that Bronfenbrenner identifies.

[2 marks]

Ecological system 1 _____

Ecological system 2 _____

12 (b) Each of Bronfenbrenner's ecological systems consist of different aspects that may influence the child's development.

Describe how **one (1)** aspect included in any of the ecological systems could influence a child's development.

[2 marks]

Please turn over for the next question.



13 When visiting the primary school, on her first transition day, Chloe meets Miss Nowak, the childcare practitioner who will support her.

- (i) Identify **two (2)** professional qualities that Miss Nowak should have.
- (ii) Explain why **each** quality you identify is important when supporting Chloe's transition to the primary school.

[4 marks]

Professional quality 1 _____

Explanation _____

Professional quality 2 _____

Explanation _____

14 Chloe's parents provide the primary school with written information about her medical needs.

Explain why it is important that Miss Nowak has this information when planning to meet Chloe's needs.

[3 marks]



15 Miss Nowak reads the information about Chloe’s medical needs. She realises that she does not have enough knowledge about how to manage and support Chloe’s medical needs.

Explain **one (1) other** way that Miss Nowak could gain more knowledge about how to manage Chloe’s medical needs.

[2 marks]

Please turn over for the next question.

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17 Miss Nowak and the other childcare practitioners at the day nursery work together to support Chloe’s transition to the primary school.

- (i) Identify **two (2)** ways to ensure effective teamwork between Miss Nowak and the other childcare practitioners at the day nursery.
- (ii) Explain how **each** way may support Chloe’s positive transition to the primary school.

[4 marks]

Way 1 _____

Explanation _____

Way 2 _____

Explanation _____

18 Discuss **one (1)** theory of teamwork that Miss Nowak may apply to her practice when working at the primary school.

[2 marks]



20 When she starts at the primary school, Chloe does not know any of the children in her class.

Using an example, explain **one (1)** way that Miss Nowak can help Chloe make friends at the primary school.

[2 marks]

This is the end of the external assessment.

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To be completed by the examiner

Question	Mark	Question	Mark
1		12 (a)	
2		12 (b)	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	
11		Total Mark	

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