



NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years (603/7012/9)

Examined assessment

Paper number: Past paper
Date: Summer 2025

Mark Scheme

v1.0 Post-Standardisation

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 objectives (AOs) 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 after standardisation.
- 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.
- 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 bands, with each band having an associated descriptor indicating the performance at that band. You should determine the band before determining the mark.

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

This unit requires learners to:

AO1	Recall knowledge and show understanding. The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.
AO2	Apply knowledge and understanding. The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations.
AO3	Analyse and evaluate knowledge and understanding. The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.

The weightings of each AO can be found in the Qualification Specification.

Q	Mark scheme	Total marks
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Section A

Total for this section: 20 marks

1	Which one of the following only provides term time statutory education and care? A Childminder B Crèche C Nanny D Primary school Answer: D – Primary school	1 AO1=1
2	Which one of the following behaviours is shown when an early years practitioner cleans a spillage without being told? A Initiative B Innovation C Reflection D Resilience Answer: A – Initiative	1 AO1=1
3	Give three purposes of early years provision. Award one mark for each purpose, up to a maximum of three marks: • promotes children's holistic development (1) • supports parents / carers to seek or retain employment (1) • enables parents / carers to participate in recreation or leisure activities (1) • provides respite for parents / carers (1) • promotes children's learning (1) • supports children to meet the early learning goals (1). Accept any other suitable response.	3 AO1=3

4	A main role of a key person is to take care of new children arriving at the setting. Give three responsibilities of a key person in this role. Award one mark for each responsibility given, up to a maximum of three marks. • help all new children settle in with new routines / transitions (1) • observe and assess children's learning and development (1) • plan opportunities and activities to promote learning and development (1) • work in partnership with other professionals / parents / carers (1). Accept any other suitable response.	3 AO2=3
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5	Sarah is an early years educator. She is planning a food tasting activity for children aged 2 to 3 years. She tells her colleague: 'I don't need to complete a risk assessment as the children have done a similar activity in the past'. Suggest how the statement may affect safe practice. Award one mark for each suggestion, up to a maximum of two marks: • If a risk assessment is not carried out Sarah would not be following health and safety policy / procedures for her setting (1), meaning that the environment / activity may not be carried out safely and hygienically (1). • If she does not do a new risk assessment for the children in the group / foods being tasted, she could cause harm to children with food allergies / intolerances (1), as a risk assessment should be based on the specific activity / individual children in the group so actions can be taken to mitigate the risks (1). Accept any other suitable response.	2 AO3=2
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6	Esther, aged 2 years, is starting at a new nursery. Her parents are keen to support her during this transition. Discuss one impact of the nursery working in partnership with Esther's parents to support her transition. Award one mark for each discussion point, up to a maximum of two marks. • Early years practitioners will be able to gain an understanding of Esther's individual needs and development from her parents (1). This will ensure that the early years practitioners can tailor care needs, preventing risk of harm, such as allergies / intolerances (1). • Early years practitioners can find out from Esther's parents about any worries Esther may have (1) early years practitioners can then provide information to Esther's parents so they can support Esther to help reduce her fears / worries, preventing possible regression impacting her holistic development (1). Accept any other suitable response.	2 AO3=2
7	Finley, aged 4 years, speaks English as an additional language (EAL). He has just started nursery. Describe how the early years practitioners can ensure Finley feels a sense of inclusion. Award one mark for each descriptive point, up to a maximum of two marks: • provide a range of books in Finley's first language (1) allowing Finley an opportunity to engage in books with his peers (1) • the early years practitioner could learn some basic words / phrases from Finley's first language (1) to allow Finley to feel a sense of belonging, supporting his emotional wellbeing (1). Accept any other suitable response.	2 AO2=2

8	Ivan is an early years practitioner and room leader at a pre-school. He is responsible for eight children with the assistance of another early years practitioner. Ivan is also responsible for welcoming the children and parents / carers at the start of the session. Describe the possible impact of Ivan arriving late to work at the pre-school. <table border="1" data-bbox="309 651 1286 2049"> <thead> <tr> <th>Band</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td> AO2 – excellent application of knowledge and understanding of the possible impact of Ivan arriving late to work at the pre-school, which is comprehensive, highly detailed and highly relevant to the question. AO1 – excellent recall of knowledge and understanding of the possible impact of Ivan arriving late to work at the pre-school that is comprehensive. Subject-specific terminology is used consistently throughout. </td></tr> <tr> <td>2</td><td>3 to 4</td><td> AO2 – good application of knowledge and understanding of the possible impact of Ivan arriving late to work at the pre-school, that is detailed and mostly relevant to the question. AO1 – good recall of knowledge and understanding of the possible impact of Ivan arriving late to work at the pre-school that is mostly detailed. Subject-specific terminology is used, but not always consistently. </td></tr> <tr> <td>1</td><td>1 to 2</td><td> AO2 – limited application of knowledge and understanding of the possible impact of Ivan arriving late to work at the pre-school, that has minimal detail and is mostly superficial, with minimal relevance to the question. AO1 – limited recall of knowledge and understanding of the possible impact of Ivan arriving late to work at the pre-school that has minimal detail. Subject-specific terminology is often </td></tr> </tbody> </table>	Band	Mark	Descriptor	3	5 to 6	AO2 – excellent application of knowledge and understanding of the possible impact of Ivan arriving late to work at the pre-school, which is comprehensive, highly detailed and highly relevant to the question. AO1 – excellent recall of knowledge and understanding of the possible impact of Ivan arriving late to work at the pre-school that is comprehensive. Subject-specific terminology is used consistently throughout.	2	3 to 4	AO2 – good application of knowledge and understanding of the possible impact of Ivan arriving late to work at the pre-school, that is detailed and mostly relevant to the question. AO1 – good recall of knowledge and understanding of the possible impact of Ivan arriving late to work at the pre-school that is mostly detailed. Subject-specific terminology is used, but not always consistently.	1	1 to 2	AO2 – limited application of knowledge and understanding of the possible impact of Ivan arriving late to work at the pre-school, that has minimal detail and is mostly superficial, with minimal relevance to the question. AO1 – limited recall of knowledge and understanding of the possible impact of Ivan arriving late to work at the pre-school that has minimal detail. Subject-specific terminology is often	6 AO1=3 AO2=3
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Q	Mark scheme	Total marks
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Section B

Total for this section: 18 marks

9	Which one of the following relates to genetics and environmental influences? A Child-centred B Equality and diversity C Nature and nurture D Socialisation Answer: C – Nature and nurture	1 AO1=1
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10	Which one of the following milestones at one year-old relates to social and emotional development? A Can name some colours B Constantly asks questions C Dependent on others D Uses a knife and fork Answer: C – Dependent on others	1 AO1=1
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11	Give two biological factors that a child may inherit. Award one mark for each biological factor, up to two marks: • health condition (1) • hair colour (1) • eye colour (1) • muscle structure (1). Accept any other suitable responses.	2 AO1=2
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12	Describe one way that a child may express strong feelings and emotions when starting school for the first time. Award one mark for each descriptive point, up to a maximum of two marks: • the child may feel a general sense of sadness (1) which may result in them getting easily upset / tearful whilst they are at school (1) • the child may be overwhelmed by feeling fear of the unknown (1)	2 AO2=2
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	which may result in the child clinging onto their parents / carers as they enter the school building (1) - the child may withdraw into their own inner world (1), not talking or communicating with others and not engaging with those around them (1) - the child may show signs of excitement (1) which may give the child confidence to engage in all aspects of school (1). Accept any other suitable response.	
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13	Toilet training is an expected transition for children. Identify two emotions a child may display during toilet training. Award one mark for each emotion, up to a maximum of two marks. - excitement (1) - fear (1) - anger (1) - pride (1) - anxiety (1). Accept any other suitable response.	2 AO1=2
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14	Jackson, aged two, attends a day nursery. Jackson's parents are keen for his key person to support him with toilet training. Describe one way a key person could support Jackson with his toilet training. Award one mark for each descriptive point, up to a maximum of two marks. - The key person could talk to Jackson's parents / carers about choosing equipment / toiletries for toilet training, making him feel more confident and less fearful of going to the toilet (1). This will help to provide consistency between home and nursery to support Jackson with his toilet training (1). - The key person could role model bathroom / hygiene / routine practices so Jackson will see the different aspects of toilet training, such as handwashing (1). This will help Jackson understand that there are fun and enjoyable aspects of toilet training, which may motivate him to become more independent within the toilet training process (1).	2 AO2=2
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	Accept any other suitable response.	
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15	State two expected physical milestones that a child aged one year is expected to achieve. Award one mark for each milestone, up to a maximum of two marks: • points using index finger (1) • passes and releases a toy (1) • clasps hands together (1) • holds crayon with palmar grasp and makes random marks (1) • stands and may cruise around furniture (1) • sits down from standing (1) • is more mobile (1). Accept any other suitable response.	2 AO1=2
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16	Lucy, aged 4 years, lives with her parents and older brother in a small one-bedroom apartment with no heating and limited outdoor space. There is mould on the walls and the furniture and fittings need repair. Discuss the possible impact of Lucy’s housing on her growth and development. <table border="1" data-bbox="279 562 1300 1821"> <thead> <tr> <th>Band</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td> AO3 – excellent discussion of the possible impact of housing on the growth and development of Lucy that is comprehensive and highly relevant. Supported with excellent justifications for the impact of housing on the growth and development of Lucy that are comprehensive and highly detailed. AO2 – excellent application of knowledge and understanding of the possible impact of housing on the growth and development of Lucy that is comprehensive, highly detailed and highly relevant to the question. </td></tr> <tr> <td>2</td><td>3 to 4</td><td> AO3 – good discussion of the possible impact of housing on the growth and development of Lucy that is detailed and mostly relevant. Supported with good justifications for the impact of housing on the growth and development of Lucy that are detailed. AO2 – good application of knowledge and understanding of the possible impact of housing on the growth and development of Lucy that is detailed and mostly relevant to the question. </td></tr> <tr> <td>1</td><td>1 to 2</td><td> AO3 – limited discussion of the possible impact of housing on the growth and development of Lucy. Supported with limited justifications for impacts of housing on the growth and development of Lucy that have minimal detail and are mostly superficial. AO2 – limited application of knowledge and understanding of the possible impact of housing on the growth and development of Lucy that is mostly superficial with minimal relevance to the question. </td></tr> <tr> <td></td><td>0</td><td>No rewardable material</td></tr> </tbody> </table> Examiners are reminded that indicative content reflects content-related points that learners may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response.	Band	Mark	Descriptor	3	5 to 6	AO3 – excellent discussion of the possible impact of housing on the growth and development of Lucy that is comprehensive and highly relevant. Supported with excellent justifications for the impact of housing on the growth and development of Lucy that are comprehensive and highly detailed. AO2 – excellent application of knowledge and understanding of the possible impact of housing on the growth and development of Lucy that is comprehensive, highly detailed and highly relevant to the question.	2	3 to 4	AO3 – good discussion of the possible impact of housing on the growth and development of Lucy that is detailed and mostly relevant. Supported with good justifications for the impact of housing on the growth and development of Lucy that are detailed. AO2 – good application of knowledge and understanding of the possible impact of housing on the growth and development of Lucy that is detailed and mostly relevant to the question.	1	1 to 2	AO3 – limited discussion of the possible impact of housing on the growth and development of Lucy. Supported with limited justifications for impacts of housing on the growth and development of Lucy that have minimal detail and are mostly superficial. AO2 – limited application of knowledge and understanding of the possible impact of housing on the growth and development of Lucy that is mostly superficial with minimal relevance to the question.		0	No rewardable material	6 AO2=3 AO3=3
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	It is not a requirement that the learners formulate a response specifically against each AO as laid out in the indicative content. Indicative content AO2 – learners will apply knowledge and understanding of the possible impact of housing on the growth and development of Lucy, which may include the following: • Lucy may not have access to outdoor play space, such as a garden, which could result in Lucy having limited opportunities for exercise. • The damp and cold environment, which has caused mould, could cause Lucy to have respiratory infections. • Damaged furniture or fittings could be hazardous and cause harm or injury to Lucy. • Overcrowding could result in lack of personal space and impact on Lucy's mental wellbeing. AO3 – learners will discuss the impact of housing on the growth and development of Lucy and provide justifications, which may include the following: • The limited chance to exercise could cause Lucy to have issues with her physical health, which could result in increased stress and tension that can affect muscle structure, bone growth and overall mobility. • Respiratory infections could impact on Lucy's attendance at school which could decrease the opportunity for Lucy to learn new skills and progress her holistic development. • Damaged furniture and fittings could increase the likelihood of Lucy injuring herself as she uses the furniture in the apartment. This could result in Lucy developing an infection which results in hospitalisation and missing out on engaging in learning opportunities if absent from school. • Overcrowding may mean Lucy cannot invite friends over to play, which may impact on her building new friendships. Not being able to build new friendships may have an impact on her wellbeing and personal and social development. Accept any other suitable response.	
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Q	Mark scheme	Total marks
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Section C

Total for this section: 24 marks

17	Which one of the following is a way that early years practitioners can support children's independence? A Choose equipment for children B Cut up children's food C Provide self-service snack time D Tidy up after children Answer: C – Provide self-service snack time	1 AO1=1
18	Which one of the following is an aspect of an objective observation? A Based on opinion, feelings or assumption B Influenced by past events C Open to interpretation D Record of what is seen and heard Answer: D – Record of what is seen and heard	1 AO1=1
19 (a)	Using a checklist observation is one method an early years practitioner could use to record children's development. Identify two other methods for recording observations of children's development. Award one mark for each method of observation identified, up to a maximum of two marks: • media (1) • learning journal (1) • post-it / sticky notes (1) • narrative / written account (1). Accept any other suitable response. Note: do not accept responses relating to checklist as this is the question.	2 AO1=2

19 (b)	A child has recently joined a nursery. Explain why a checklist observation would be used to identify the child's stage of development. Award one mark for an explanation of why a checklist observation is used, up to a maximum of two marks. • It would provide a list of developmental milestones that can be ticked when achieved (1). These can be adapted for key areas of development to help identify the child's stage of development when they first start nursery (1). • It would be a quick form of assessment to check a new child's developmental milestones which are dated and recorded when achieved (1). This helps to inform planning of the child's next steps and progress within their learning and development (1). Award if checklist is not mentioned in responses, accept their understanding of observations. Accept any other suitable response.	2 AO2=2
20 (a)	Early years practitioners are required to follow an assess stage as part of the planning cycle to support children's individual needs. Identify two other stages of the planning cycle. Award one mark for each stage of the planning cycle identified, up to a maximum of two marks: • observe (1) • plan (1) • implement (1) • review (1). Accept any other suitable response.	2 AO1=2

20 (b)	An early years practitioner is carrying out formative assessment on their key children as part of the planning cycle. Explain one purpose of the assess stage in supporting these children. Award one mark for each explanation point, up to a maximum of two marks. • To recognise the children's current stage of development (1), to understand what they know and what they can do in order to plan for the children's individual next steps (1). • The purpose is to track progress over time to support summative assessments (1) that will help identify if the child needs support / early intervention to enable progression (1). Accept any other suitable response.	2 AO2=2
21	Kit is an early years practitioner. As part of the planning cycle, he has to review the outcomes of activities to support the child's needs and to improve his own practice. Assess how reviewing activities as part of the planning cycle will support Kit to improve his practice. Award one mark for each assessment point, up to a maximum of three marks. • Reviewing activities as part of the planning cycle will help Kit to consider any areas of the activity that did not go to plan (1). He can then consider why this occurred and the reasons for the different outcomes (1); this will then help Kit when planning future activities as they can put in place alternative actions to avoid the same issues (1). • Reviewing his practice as part of the planning cycle, Kit will be able to assess how the children progressed towards the set learning outcomes during the activity (1). This will help Kit see if children need further opportunities to practice and develop learning outcomes / require additional intervention (1) this will ensure that children's progress is fully supported, through tailored / personal intervention (1). Accept any other suitable responses.	3 AO3=3

22	An early years practitioner has been asked to provide a summative assessment of some children's progress using the current framework requirements. Explain how this assessment will support the children's progress and development. Award one mark for each explanation point, up to a maximum of two marks. • Summative assessment provides a summary of the child's learning and development at a point in time (1) that informs planning towards the child's next stage of development (1). • Summative assessment supports the practitioner to evaluate the effectiveness of a variety of interventions (1). This judgement will help the early years practitioner to provide appropriate care and provision to support the children's needs (1). Accept any other suitable responses.	2 AO2=2
23	Give three resources that could be used in sensory play. Award one mark for each resource given, up to a maximum of three marks: • dough (1) • cornflour (1) • slime (1) • sand (1) • water (1). Accept any other suitable responses.	3 AO1=3

24	The nursery has a secure outdoor play area including a small woodland area and wide-open space for play equipment. Discuss how the early years practitioner's role impacts the children's outdoor play activities. <table border="1"> <thead> <tr> <th>Band</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td> AO3 – excellent discussion of how the role of the early years practitioner role impacts the children's outdoor play activities that is comprehensive and highly relevant. Supported with excellent justifications for the role of the early years practitioner in supporting children to actively engage in the secure outdoor play area that are comprehensive and highly detailed. AO2 – excellent application of knowledge and understanding of the role of the early years practitioner in supporting children to actively engage in the secure outdoor play area that is comprehensive, highly detailed and highly relevant to the question. AO1 – excellent recall of knowledge and understanding of the role of the early years practitioner in supporting children to actively engage in the secure outdoor play area that is comprehensive. Subject-specific terminology is used consistently throughout. </td></tr> <tr> <td>2</td><td>3 to 4</td><td> AO3 – good discussion of how the role of the early years practitioner role impacts the children's outdoor play activities that is detailed and mostly relevant. Supported with good justifications for the role of the early years practitioner in supporting children to actively engage in the secure outdoor play area that are detailed. AO2 – good application of knowledge and understanding of the role of the early years practitioner in supporting children to actively engage in the secure outdoor play area, that is detailed and mostly relevant to the question. AO1 – good recall of knowledge and understanding of the role of the early years practitioner in supporting children to actively engage in the secure outdoor play area that is mostly detailed. Subject-specific terminology is used, but not always </td></tr> </tbody> </table>	Band	Mark	Descriptor	3	5 to 6	AO3 – excellent discussion of how the role of the early years practitioner role impacts the children's outdoor play activities that is comprehensive and highly relevant. Supported with excellent justifications for the role of the early years practitioner in supporting children to actively engage in the secure outdoor play area that are comprehensive and highly detailed. AO2 – excellent application of knowledge and understanding of the role of the early years practitioner in supporting children to actively engage in the secure outdoor play area that is comprehensive, highly detailed and highly relevant to the question. AO1 – excellent recall of knowledge and understanding of the role of the early years practitioner in supporting children to actively engage in the secure outdoor play area that is comprehensive. Subject-specific terminology is used consistently throughout.	2	3 to 4	AO3 – good discussion of how the role of the early years practitioner role impacts the children's outdoor play activities that is detailed and mostly relevant. Supported with good justifications for the role of the early years practitioner in supporting children to actively engage in the secure outdoor play area that are detailed. AO2 – good application of knowledge and understanding of the role of the early years practitioner in supporting children to actively engage in the secure outdoor play area, that is detailed and mostly relevant to the question. AO1 – good recall of knowledge and understanding of the role of the early years practitioner in supporting children to actively engage in the secure outdoor play area that is mostly detailed. Subject-specific terminology is used, but not always	6 AO1=2 AO2=2 AO3=2
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Indicative content

AO1 – learners will recall knowledge and understanding of how the early years practitioner’s role impacts the children’s outdoor play activities, which may include the following:

- to ensure that the equipment / environment within the outdoor area is safe for the children to play
- to support children’s learning within the outdoor area through interaction where appropriate
- provide opportunities to support children’s communication and language skills whilst playing in the outdoor area
- positively helps manage children’s behaviour during outdoor play.

AO2 – learners will apply knowledge and understanding how the early years practitioner’s role impacts the children’s outdoor play activities,

	which may include the following: • the early years practitioner carrying out appropriate risk assessments of the outdoor play area and the equipment helps prevent any risk of harm • the early years practitioner getting involved with children's outdoor play during appropriate times allows for child led play opportunities • the early years practitioner engaging in conversation with the children through the use of open-ended questions allows for sustained shared thinking • the early years practitioner acting as a role model helps children understand expectations of behaviour whilst playing outdoors, such as rough play. AO3 – learners will discuss how the early years practitioner's role impacts the children's outdoor play activities, which may include the following: • Getting involved will ensure that the activity can be monitored and the safety issues that may occur can be prevented from escalating and causing children to become hurt or injured when playing in the outdoor area. This helps prevent children from becoming fearful of playing outdoors. The practitioner may be overly directive in the outdoor play setting which could impact the children's ability develop self-directed play. • Early years practitioners can encourage children to engage in new activities. This will help the child progress towards meaningful learning and practicing a new skill which they are not yet proficient in. This helps build children's resilience in attempting new outdoor activities. However, if the children overly interact with the practitioner during outdoor play, it may prevent them playing freely with their peers. • Open-ended questions and discussions will help children think through processes or information leading to organising their ideas, gaining understanding of new concepts and confidence in their skills and abilities. By not engaging in conversation with the children, this may limit progress in their cognitive development. • Being observant during children's play will help the early years practitioner assess and monitor situations that may cause children harm, whilst allowing children to manage risks / challenges / emotions within their outdoor play. The practitioner may be over-cautious and be very protective which might stop children playing freely. Accept any other suitable response.	
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Q	Mark scheme	Total marks
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Section D

Total for this section: 18 marks

25	Ava is an early years practitioner providing creative play opportunities for a group of children, who are 5 years old. Discuss how creative play opportunities could support the children's holistic development.	9 AO1=3 AO2=3 AO3=3									
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1	1 to 3	AO3 – limited discussion of how creative play opportunities could support children’s holistic development. Supported with limited justifications for how creative play opportunities could support children’s holistic development that have minimal detail and are mostly superficial. AO2 – limited application of how creative play opportunities could support children’s holistic development that has minimal detail and are mostly superficial, with minimal relevance to the question. AO1 – limited recall of knowledge and understanding of how creative play opportunities could support children’s holistic development that has minimal detail. Subject-specific terminology is often inappropriate, and a lack of understanding is evident.
	0	No rewardable material

Examiners are reminded that indicative content reflects content-related points that learners may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response.

It is not a requirement that the learners formulate a response specifically against each AO as laid out in the indicative content.

Indicative content

AO1 – learners will recall knowledge and understanding of how creative play opportunities could support children’s holistic development, which may include the following:

- gaining new concepts through using a range of creative resources
- encouraging new language and increasing vocabulary
- building confidence and gaining new skills
- problem solving and developing resilience.

AO2 – learners will apply knowledge and understanding of how creative play opportunities could support children’s holistic development, which may include the following:

- Allows children to explore a range of creative resources, for example, natural materials / music / mark making / imaginative play, to increase their interests.

	• Children will have opportunities to communicate both verbally and non-verbally with others, supporting their ability to explore a range of ways to convey meaning. • To practice new skills in confidence such as using hand-eye co-ordination and expressing their feelings. • Through gaining resilience children will be able to deal with challenges, supporting their self-esteem. AO3 – learners will discuss how creative play opportunities could support children’s holistic development, which may include the following: • Allowing children to explore and experiment with a range of creative resources enables opportunity to enhance their knowledge and understanding through ways that meet their specific needs. • Children will have an opportunity to respond to their peers and others, building conversation skills and confidence to express their ideas and preferences. • Providing children with opportunities to practice new skills within their creative play allows them to develop confidence in other areas that will further enhance their learning and development. • When gaining self-esteem children can develop confidence, helping them feel positive about themselves which will encourage them to try out a wide range of activities including those that may be more challenging. Accept any other suitable response.	
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26	Early years practitioners at a nursery complete a risk assessment before taking children aged 2 to 3 years old on an outing to the park. Discuss how completing a risk assessment before the outing to the park will help to keep the children safe. <table border="1"> <thead> <tr> <th>Band</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> AO3 – excellent discussion of why completion of a risk assessment before the outing to the park aims to maintain children’s safety that is comprehensive and highly relevant. Supported with excellent justifications for why completion of a risk assessment before the outing to the park aims to maintain children’s safety that are comprehensive and highly detailed. AO2 – excellent application of knowledge and understanding of how completion of a risk assessment before the outing to the park aims to maintain children’s safety that is comprehensive, highly detailed and highly relevant to the question. AO1 – excellent recall of knowledge and understanding of why completion of a risk assessment before the outing to the park aims to maintain children’s safety that is comprehensive. Subject-specific terminology is used consistently throughout. </td></tr> <tr> <td>2</td><td>4 to 6</td><td> AO3 – good discussion of why completion of a risk assessment before the outing to the park aims to maintain children’s safety that is detailed and mostly relevant. Supported with good justifications for early years provision that are detailed. AO2 – good application of knowledge and understanding of why completion of a risk assessment before the outing to the park aims to maintain children’s safety that is detailed and mostly relevant to the question. AO1 – good recall of knowledge and understanding of how completion of a risk assessment before the outing to the park aims to maintain children’s safety that is mostly detailed. Subject-specific terminology is used, but not always consistently. </td></tr> </tbody> </table>	Band	Mark	Descriptor	3	7 to 9	AO3 – excellent discussion of why completion of a risk assessment before the outing to the park aims to maintain children’s safety that is comprehensive and highly relevant. Supported with excellent justifications for why completion of a risk assessment before the outing to the park aims to maintain children’s safety that are comprehensive and highly detailed. AO2 – excellent application of knowledge and understanding of how completion of a risk assessment before the outing to the park aims to maintain children’s safety that is comprehensive, highly detailed and highly relevant to the question. AO1 – excellent recall of knowledge and understanding of why completion of a risk assessment before the outing to the park aims to maintain children’s safety that is comprehensive. Subject-specific terminology is used consistently throughout.	2	4 to 6	AO3 – good discussion of why completion of a risk assessment before the outing to the park aims to maintain children’s safety that is detailed and mostly relevant. Supported with good justifications for early years provision that are detailed. AO2 – good application of knowledge and understanding of why completion of a risk assessment before the outing to the park aims to maintain children’s safety that is detailed and mostly relevant to the question. AO1 – good recall of knowledge and understanding of how completion of a risk assessment before the outing to the park aims to maintain children’s safety that is mostly detailed. Subject-specific terminology is used, but not always consistently.	9 AO1=3 AO2=3 AO3=3
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	the park should go ahead or if it is too dangerous, which will ensure children are safeguarded • because young children are vulnerable and not always able to assess risks themselves, it is important that risk assessment is carried out before the trip to the park to make sure children are not put at unnecessary risk of harm and injury • helps early years practitioners find out about the potential for harm during the visit to the park and plan ways to limit risks, to ensure children can safely enjoy the park • helps early years practitioners to identify the role of others and ensure everyone is aware of their own roles and responsibilities during the outing. AO3 – learners will discuss why completion of a risk assessment before the outing to the park aims to maintain children’s safety and provide justifications, which may include the following: • Children will have the chance to enjoy and benefit from a trip that is safe, and are able to participate without having feelings of insecurity, because controls are in place so that hazards will not negatively impact on children’s wellbeing and safety. • Preparing how to tackle risks that could occur during the trip will ensure that staff are able to manage the trip with confidence and react to situations that may arise to prevent risks / hazards which could threaten children’s safety. • The process of preparing a risk assessment for the trip will help childcare practitioners to ‘train’ and prepare children for different safety hazards that may occur on the trip. This will aid children in developing a confident and practical approach to managing risks. • Ensuring that everyone is aware of their roles and responsibilities within the risk assessment process ensures the safety of themselves and others and reduces the risk of harm that the hazards may cause. Accept any other suitable response.	
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Assessment objective (AO) grid

Section A

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3	3			3
4		3		3
5			2	2
6			2	2
7		2		2
8	3	3		6
Total	8	8	4	20

Section B

Question	AO1	AO2	AO3	Total
9	1			1
10	1			1
11	2			2
12		2		2
13	2			2
14		2		2
15	2			2
16		3	3	6
Total	8	7	3	18

Section C

Question	AO1	AO2	AO3	Total
17	1			1
18	1			1
19 (a)	2			2
19 (b)		2		2
20 (a)	2			2
20 (b)		2		2
21			3	3
22		2		2
23	3			3
24	2	2	2	6
Total	11	8	5	24

Section D

Question	AO1	AO2	AO3	Total
25	3	3	3	9
26	3	3	3	9
Total	6	6	6	18

Past paper