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# **Internal Assessment Sample Tasks**

**NCFE CACHE Entry Level Award in  
Caring for a Child/Children (Entry 3)  
QN: (500/9354/X)**

**NCFE CACHE Entry Level Certificate in  
Caring for a Child/Children (Entry 3)  
QN: (500/9353/8)**

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## Introduction

We have created some sample tasks for the internally assessed units which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge learning outcomes for 13 units and provide opportunities for stretch and challenge. These tasks are not mandatory.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the knowledge learning outcomes associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

A centre may choose to create their own internal assessment tasks. There are four essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, learning outcomes, or assessment criteria
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Please see the guidance document for creation of internal assessment tasks on our website.

The units can be found in Section 2 of the Qualification Specification.

## **Supervision of learners**

Tutors should offer support and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the Qualification Specification and is suitable for internal assessment.

Any work submitted for assessment must be authenticated and attributable to the learner.

The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

## **Supporting learners**

Tutors/assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the qualification, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner.

**CFC 1: Confidence building for the young child through play (T/601/3406)**

**Assessment task – CFC 1: Confidence building for the young child through play (T/601/3406)**

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2.

**Task 1** links to AC1.1 and AC1.2.

- list **three** play activities that would help to build the child's confidence. Your activities could be for indoor or outdoor play.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- outline briefly the way you would support a young child as they gain confidence in an activity.

\_\_\_\_\_

\_\_\_\_\_

**Task 2** links to AC2.1 and AC2.2.

Playing with puppets is an activity that could help a young child to express their feelings.

Complete the chart below with your chosen activity and state how a carer's interaction could help to build a child's self-esteem.

| Play activity                          | State how the carer's interaction would help to build a child's self-esteem                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                        |                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Example</b><br>Playing with puppets | One of the following would be sufficient to meet the AC: <ul style="list-style-type: none"> <li>• the carer may clap a performance with the puppet</li> <li>• the carer may answer a question asked by the puppet</li> <li>• the carer may smile to show they are enjoying the puppet activity</li> <li>• the carer may say that was "brilliant, well done". Give praise and encouragement.</li> </ul> |

## CFC 2: Listening to and talking with a young child (F/601/0119)

### Assessment task – CFC 2: Listening to and talking with a young child (F/601/0119)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2.

**Task 1** links to AC1.1 and AC1.2.

A young child is talking to you. List **two** ways that you can respond to show a child that you are actively listening to what they are saying. An example is given for you.

Example: I could smile to show approval to the child.

1. \_\_\_\_\_
2. \_\_\_\_\_

**Task 2** links to AC2.1, AC2.2 and AC2.3.

Complete the following table with:

- **two** further play activities which would encourage a two-year-old child to develop their talking and listening skills
- stating your role or the role of the adult in the activities
- identifying the active role taken by the child in the activity.

|                | Listening and talking activities with a two-year-old | Your role or the role of the adult in the activities                                                      | How the child joins in with the activity                                                                    |
|----------------|------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Example</b> | Singing songs with actions and rhymes                | Encourage the child to join in with the words and actions of simple rhymes for example, Incy Wincy spider | The child will listen to the song and join in the action and attempt to sing starting with one or two words |
| 1              |                                                      |                                                                                                           |                                                                                                             |
| 2              |                                                      |                                                                                                           |                                                                                                             |

### CFC 3: Providing a safe and hygienic environment for a young child (J/601/0123)

#### Assessment task – CFC 3: Providing a safe and hygienic environment for a young child (J/601/0123)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2 and 3.

**Task 1** links to AC1.1 and AC1.2.

Produce an A4 leaflet or poster which could be displayed at the local library which gives information to carers of young children about the following:

- daily personal hygiene activities for a carer and young child

| Daily personal hygiene activities |                     |
|-----------------------------------|---------------------|
| For the carer/adult               | For the young child |
| 1.                                | 1.                  |
| 2.                                | 2.                  |
| 3.                                | 3.                  |

- state why personal hygiene is important in the care of young children.

**Task 2** links to AC2.1 and AC2.2.

- Make a list of common signs of ill health in a young child.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- Give examples of how to respond to signs of ill health in a young child.

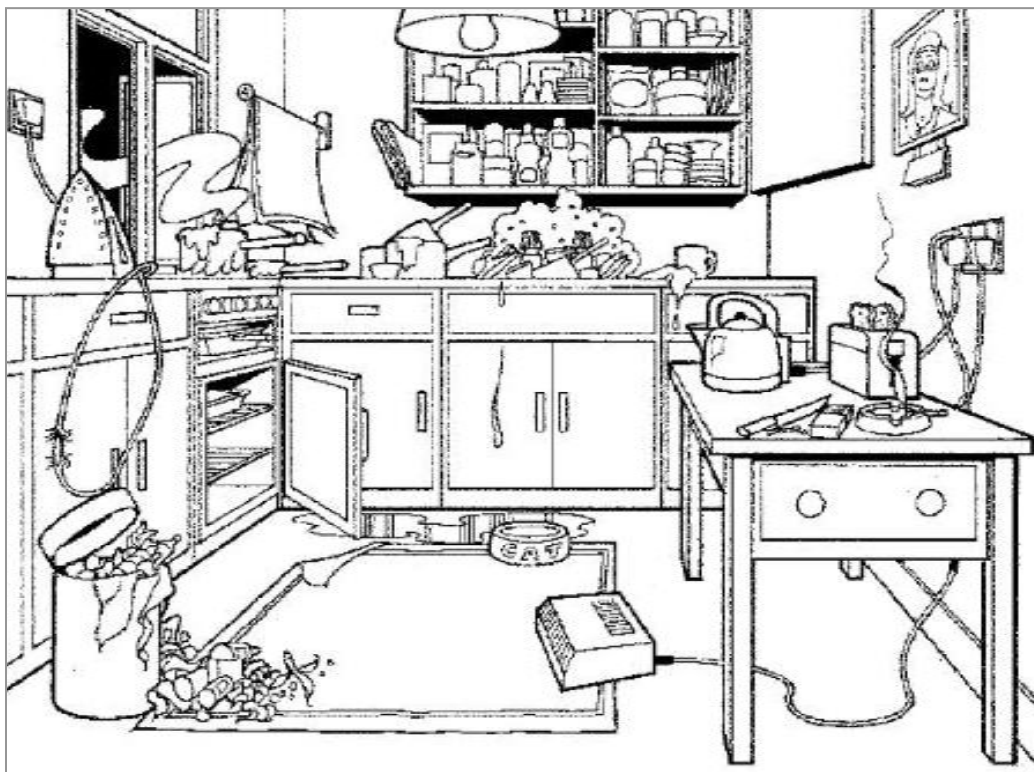
1. \_\_\_\_\_

2. \_\_\_\_\_

**Task 3** links to AC3.1 and AC3.2.

- Find hazards to young children in the picture below and circle them.

*Picture from the ELC handbook*



Choose three of the hazards above and list them in the chart below. For each hazard listed state how to prevent an accident to the child in the home.

| List identified hazards to a young child in the home | State how to prevent an accident to the young child in the home |
|------------------------------------------------------|-----------------------------------------------------------------|
| 1.                                                   |                                                                 |
| 2.                                                   |                                                                 |
| 3.                                                   |                                                                 |

#### CFC 4: Routines for a young child (Y/601/0126)

| Assessment task – CFC 4: Routines for a young child (Y/601/0126)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2, 3 and 4.</p> <p><b>Introduction</b></p> <p>This unit will help you to begin to understand the value of a daily routine for a young child and learn about the different activities that take place in a young child's day.</p> <p><b>Task 1</b> AC1.1 and AC1.2.</p> <ul style="list-style-type: none"> <li>• In chart form give information about a daily routine for a young child aged one to two years, starting from the time the child wakes up, until the time the child goes to sleep at night.</li> <li>• State a minimum of two benefits of a routine for the young child.</li> </ul> |
| <p><b>Task 2</b> links to AC2.1.</p> <ul style="list-style-type: none"> <li>• Design a menu showing a healthy diet suitable for a two-year-old child for one day:                         <ul style="list-style-type: none"> <li>○ include all meals, snacks and drinks which the child needs during the day.</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Task 3</b> links to AC3.1.</p> <p>Produce an A4 poster showing suitable clothing and protection for children aged one to two years who are outside in the following types of weather:</p> <ul style="list-style-type: none"> <li>• a hot sunny day</li> <li>• a rainy day</li> <li>• a cold day</li> <li>• a windy day.</li> </ul> <p>You may use drawings, writing or cut pictures from magazines.</p>                                                                                                                                                                                                                                                                                              |
| <p><b>Task 4</b> links to AC4.1.</p> <p>Plan a sleeping area that meets the requirements of a child aged two years.</p> <p>Write a brief description of how the following prepares a two-year-old child for their bedtime:</p> <ul style="list-style-type: none"> <li>• bath time</li> <li>• personal hygiene</li> <li>• clothing and bedding</li> <li>• calming down activities.</li> </ul>                                                                                                                                                                                                                                                                                                               |

### CFC 5: Play and learning in the home (K/601/0129)

#### Assessment task – CFC 5: Play and learning in the home (K/601/0129)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2.

#### Introduction

A local parent and toddler group has asked for suggestions for examples of play opportunities in the home for children under two.

**Task 1** links to AC1.1.

Produce a booklet titled 'Young children's play and learning in the home'.

You need to show play opportunities for the age ranges displayed in the table below:

| Play opportunities for the young child in the home |                           |
|----------------------------------------------------|---------------------------|
| Age range                                          | Activity/play opportunity |
| Birth to six months                                | 1.<br><br>2.              |
| Six months to one year                             | 1.<br><br>2.              |
| One year to two years                              | 1.<br><br>2.              |
| Two to three years                                 | 1.<br><br>2.              |

|                    |              |
|--------------------|--------------|
| Four to five years | 1.<br><br>2. |
|--------------------|--------------|

You may use drawings or pictures that you find to illustrate your ideas.

**Task 2** links to AC2.1 and AC2.2.

In your booklet give the following information in a section called 'The role of the adult':

- list the ways an adult can support a young child when playing in the home
- state the responsibilities of the adult during a young child's play in the home.

### CFC 6: Responsibilities of new parents (F/601/3456)

| Assessment task – CFC 6: Responsibilities of new parents (F/601/3456)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2 and 3.</p> <p><b>Introduction</b></p> <p>Caring for a baby is a big responsibility. A local organisation supports parents who are expecting a baby. They have asked students from your course to help them to produce an information booklet that can be given to new parents.</p> <p><b>Task 1</b> links to AC1.1.</p> <p>Section 1 of your booklet must show:</p> <p>how the baby develops from conception to birth.</p> <p>You can use drawings or pictures and writing to show each stage.</p> |
| <p><b>Task 2</b> links to AC2.1 and AC2.2.</p> <p>Section 2 of your booklet must include:</p> <ul style="list-style-type: none"><li>• ways that the mum-to-be should care for herself before the baby is born</li><li>• a list of factors which could harm the unborn baby.</li></ul>                                                                                                                                                                                                                                                                                                                         |
| <p><b>Task 3</b> links to AC3.1 and AC3.2.</p> <p>Section 3 of your booklet must include:</p> <ul style="list-style-type: none"><li>• a list of the support that new parents will need during the first 12 weeks of the baby's life</li><li>• where support for each of the following can be obtained:<ul style="list-style-type: none"><li>○ the new baby</li><li>○ the new mum</li><li>○ the new parents.</li></ul></li></ul>                                                                                                                                                                               |

### CFC 7: Eating healthily (T/601/0120)

#### Assessment task – CFC 7: Eating healthily (T/601/0120)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2.

**Task 1** links to AC1.1 and AC1.2.

You have been asked to give information for a student magazine about eating healthily. The information can be presented using words, pictures and/or diagrams but must include:

- a list of the main food groups
- a description of why it is important to eat food from each of the main food groups.

**Task 2** links to AC2.1.

Complete a menu card to show a balanced diet for the following meals:

- morning – breakfast
- midday – main meal
- evening – tea.

Menu card  
Morning - breakfast

Menu card  
Midday - main meal

Menu card  
Evening - tea

## CFC 8: Contraception information (R/601/3459)

### Assessment task – CFC 8: Contraception information (R/601/3459)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2.

#### Introduction

The task below will enable you to show your understanding of the strengths and weakness of various methods of contraception and where you may be able to obtain professional advice about this important topic.

**Task 1** links to AC1.1, AC1.2, AC2.1, and AC2.2.

Complete the chart below which gives young people information about contraception. It should include the following points:

- a list of methods of contraception
- the strengths and weaknesses of each method of contraception on your list
- where young people can go for advice about contraception
- examples of professionals who are able to talk to young people about contraception.

| Method of contraception | Strengths of method | Weaknesses of method |
|-------------------------|---------------------|----------------------|
|                         |                     |                      |
|                         |                     |                      |
|                         |                     |                      |

Young people can get advice about contraception from the following:

- 1.
- 2.
- 3.

Examples of professionals who will be able to talk to young people about contraception:

- 1.
- 2.
- 3.

### IRRE 3: Individual rights and responsibilities (A/502/0458)

#### Assessment task – IRRE 3: Individual rights and responsibilities (A/502/0458)

This assessment has been designed to meet all assessment criteria (AC) for learning outcome (LO) 1.

##### Introduction

Everyone has rights and responsibilities. This unit focuses on your own rights and responsibilities. You need to think about those rights that are relevant in your own life.

**Task 1** links to AC1.1, AC1.2, AC1.3 and AC1.4.

Produce an information card showing information about the following points:

- a description of a right which relates to your own life
- sources where you can find out about rights and responsibilities
- a description of a responsibility that you have for yourself
- a description of a responsibility that you have to others.

### **CFC 9: Respecting and valuing children (M/601/0116)**

#### **Assessment task – CFC 9: Respecting and valuing children (M/601/0116)**

This must meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2 and 3.

#### **Introduction**

You are intending to apply to a local authority for a holiday job in a children's play scheme. You have discussed this with your teacher, and they have advised you that you will probably be asked a question about the importance of respecting and valuing children as individuals.

#### **Task 1**

Prepare the following information before your interview:

- ways to value children as individuals
- reasons why children should be respected as individuals
- ways that you would communicate with children to make them feel that they are valued
- a brief description of how you would behave which will show respect and that you value children
- organisations which work to promote the rights of children.

## CFC 10: Children's play and leisure activities in the community (T/601/0117)

### Assessment task – CFC 10: Children's play and leisure activities in the community (T/601/0117)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2 and 3.

#### Introduction

Your Local Council has invited learners to enter a competition to provide information about the play and leisure activities that are available for children in your community.

Produce a folder which contains the following:

Think about how you set out the information. Make sure that the information is clear for parents and children.

#### Task 1

Produce an A4 poster about the local play and leisure facilities for children, which could be displayed in schools, children's centres and libraries. You must include:

a list of four local organisations which provide play and leisure activities.  
 write a minimum of four examples of the play and leisure activities, include indoor and outdoor activities.

#### Task 2

Produce a chart on A4 paper, like the one below, which could be given out to parents. The chart will give parents information on the benefits for children taking part in the play and leisure activities.

You must state ways that each of the following areas of development is supported and promoted when children take part in the play and leisure activities.

| Area of development                | Ways that children's development is supported and promoted |
|------------------------------------|------------------------------------------------------------|
| Physical                           |                                                            |
| Social and emotional               |                                                            |
| Speech, language and communication |                                                            |

### **Task 3**

Produce information for the council on the role of adults in supporting play and leisure activities. You must include:

a brief description of ways that adults will support the children taking part in the play and leisure activities

a minimum of two factors which may prevent children from taking part in the play and leisure activities

a brief description of how adults can include children, who have special educational needs and disabilities (SEND), in play and leisure activities.

### CFC 11: Healthy lifestyle (A/601/3455)

### Assessment task – CFC 11: Healthy lifestyle (A/601/3455)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2.

This unit gives you the opportunity to review lifestyle and gain an understanding of how you can consider changes which may need to be made to ensure a healthy lifestyle.

**Task 1** links to AC1.1, AC1.2, AC2.1 and AC2.2.

Produce an A4 poster which gives the following information:

- examples of lifestyle choices (a minimum of two examples)
- how lifestyle can affect health (a minimum of one good affect and one bad affect)
- at least three examples to describe what an individual can do to contribute to a healthy lifestyle
- three activities which will make an improvement to the individual's lifestyle.

You may choose to set your poster out under the following headings.

| Lifestyle choices | How lifestyle affects health  |
|-------------------|-------------------------------|
| 1.                | 1 good effect<br>1 bad effect |
| 2.                |                               |

|                                                                                                 |                                                                                          |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <p><b>What can I do to contribute to a healthy lifestyle?</b></p> <p>1.</p> <p>2.</p> <p>3.</p> | <p><b>What will make improvements to my lifestyle?</b></p> <p>1.</p> <p>2.</p> <p>3.</p> |
|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|

## CFC 12: Peer mentoring (K/601/3452)

### Assessment task – CFC 12: Peer mentoring

This assessment has been designed to meet all assessment criteria (AC) for learning outcome (LO) 1.

#### Introduction

It is important to learn how to work together and share ways that you can support the people that you are with in your education setting. Task will give you the opportunity to be part of the planning and allow you to contribute to a peer mentoring session.

**Task** links to AC1.1, AC1.2, AC1.3 and AC1.4.

With your tutor and your peer, prepare a mentoring plan. Carefully agree together the expected outcomes of the plan.

In the chart below add the following details:

- write down briefly how you contributed to the plan
- write a list of the expected outcomes of the plan for your peer
- follow the prepared mentoring plan and write down how you contributed
- review with your tutor and peer and record what was achieved
- review with your tutor and peer and record what went well.

#### Mentoring Plan

| Mentor's contribution to the plan | List the expected outcomes of the plan | How the plan was followed and the mentor's contribution | Review with your tutor and peer and record what was achieved | Review with your tutor and peer and record what went well and what could be improved |
|-----------------------------------|----------------------------------------|---------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------|
|                                   |                                        |                                                         |                                                              |                                                                                      |

## **Contact us**

NCFE  
Q6  
Quorum Park  
Benton Lane  
Newcastle upon Tyne  
NE12 8BT

Tel: 0191 239 8000\*

Fax: 0191 239 8001

Email: [customersupport@ncfe.org.uk](mailto:customersupport@ncfe.org.uk)

Website: [www.ncfe.org.uk](http://www.ncfe.org.uk)

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