



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

May 2022

Assessment code: TACDC

Paper number: P001482

Mark Scheme

v1.0 Pre-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 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. 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

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

AO1	Recall of knowledge and understanding.
AO2	Application of knowledge and understanding.
AO3	Analysis to demonstrate knowledge of concepts and theories.

The weightings of each assessment objective can be found in the qualification specification.

Qu	Mark scheme	Total marks
1	<p>Identify three (3) ways that Jacob can show he is reliable when working in the nursery.</p> <p>Award one mark for each way that Jacob can show he is reliable in the nursery, up to three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • arriving on time (1) • only leave when all tasks are completed (1) • complete what he agrees to do (1) • seeing tasks through to the end (1) • meets deadlines (1) • being honest (1) • follow the nurseries routines (1) • book personal appointments outside of work hours (1). <p>Accept any other relevant response.</p>	<p>3</p> <p>AO1=3</p>
2	<p>Lily, aged 12 months, attends the nursery.</p> <p>Describe one (1) way attending the nursery supports Lily's independence.</p> <p>Award one mark for the way attending the nursery supports Lily's independence.</p> <p>For example:</p> <ul style="list-style-type: none"> • provides opportunities for Lily to spend time away from her parents/carers (1) • offers opportunities for Lily to make her own choices about the food she eats (1) • provides opportunities for Lily to decide on the toys she wishes to play with (1) • gives opportunities for Lily to depend on her own capabilities (1) • offers Lily a choice of different children she can choose to play alongside (1) • provides opportunities for Lily to try to complete tasks by herself (1). <p>Accept any other relevant response.</p>	<p>1</p> <p>AO2=1</p>

<p>3</p>	<p>The early years workers do not wear a uniform in the nursery.</p> <p>Identify three (3) items of clothing the early years workers should not wear for work in the nursery.</p> <p>Award one mark for each item of clothing the early years workers should not wear in the nursery, up to three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • t-shirt with an inappropriate slogan (1) • dirty trousers (1) • see-through top (1) • flip-flops (1) • short skirt (1) • low-cut top (1) • blouse with dangling tassels (1) • high-heeled shoes (1) • very long dress or skirt (1). <p>Accept any other relevant response.</p>	<p>3</p> <p>AO1=3</p>
<p>4</p>	<p>Jacob must know the nursery’s procedures for supporting the children aged 6 to 12 months.</p> <p>Describe two (2) ways Jacob can find out about the nursery’s procedures for supporting the children aged 6 to 12 months.</p> <p>Award one mark for each way Jacob can find out about the nursery’s procedures for supporting the children aged 6 to 12 months, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • read through the nursery’s policy and procedures documents that are relevant to working with children aged 6-12 months (1) • spend time in the baby room to observe procedures (1) • ask early years workers in the baby room questions about procedures (1) • complete personal research to refresh his knowledge of procedures appropriate for children aged 6-12 months (1) • spend time working alongside experienced staff who work in the baby room at the nursery before he begins work in the baby room (1) • read through children’s information sheets or diaries (1) • attend training provided by the nursery (1). <p>Accept any other relevant response.</p>	<p>2</p> <p>AO2=2</p>

<p>5 (a)</p>	<p>Jacob must follow the nursery’s policies and procedures.</p> <p>Name three (3) safety procedures Jacob must follow when working in the nursery.</p> <p>Award one mark for each safety procedure, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • arrival and departure procedures (1) • hygiene procedures (1) • fire safety procedures (1) • safeguarding procedures (1) • food and drink procedures (1) • outdoor play procedures (1). <p>Accept any other relevant response.</p>	<p>3</p> <p>AO1=3</p>
<p>5 (b)</p>	<p>Explain one (1) reason why Jacob must follow the nursery’s policies and procedures.</p> <p>Award up to two marks for a reason why Jacob must follow the nursery’s policies and procedures.</p> <p>For example:</p> <ul style="list-style-type: none"> • children will be looked after appropriately (AO2=1) which will result in children engaging in appropriate activities that support their age or stage of development (AO3=1) • children’s needs will be met (AO2=1). Children’s emotional well-being will be supported by the consistent approach of the early years workers at the nursery (AO3=1) • accidents will be prevented (AO2=1), children will be safe and protected from harm or injury as safety procedures will be followed and carried out by Jacob (AO3=1) • it is Jacob’s professional responsibility (AO2=1). Following policy and procedures ensures that policy and procedures agreed with parents/carers consistently happen and effective practice takes place (AO3=1) • parents/carers will maintain trust in the setting (AO2=1) which will result in parents/carers feeling happy and reassured that their child is receiving appropriate care at the nursery when they are not there (AO3=1) • supports teamwork with the other early years workers (AO2=1) aiding completion of tasks and smooth working relationships within the nursery (AO3=1) • children will be given consistent care (AO2=1) which may make children feel secure and aware of expectations or routines (AO3=1). <p>NB Award one AO2 mark and one AO3 mark.</p> <p>Accept any other relevant response.</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>

6	<p>Jacob must learn new information to support the children in the baby room.</p> <p>Describe one (1) way knowing about his own learning style will help Jacob learn information effectively.</p> <p>Award one mark for the way that knowing about his own learning style will help Jacob learn information effectively.</p> <p>For example:</p> <ul style="list-style-type: none"> • the process of learning information will happen at a faster pace and Jacob will absorb information quickly (1) • information will be retained by Jacob for a longer period and he will be able to recall information for future use (1) • will facilitate the process of Jacob’s brain in remembering and recalling information (1) • Jacob can share his learning style with the team and when information is given it can be shared in a way that he easily understands (1) • Jacob will gain improved concentration and attention which will help him to engage with the information (1). <p>Accept any other relevant response.</p>	<p>1</p> <p>AO3=1</p>
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7	<p>Jacob will soon join the baby room team of early years workers.</p> <p>Discuss why Jacob should value the knowledge and advice of the early years workers in the baby room team.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td> <p>Application of knowledge of why Jacob should value the knowledge and advice of the early years workers in the baby room team is appropriate and accurate and shows clear understanding to the context.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td> <p>Application of knowledge of why Jacob should value the knowledge and advice of the early years workers in the baby room team is mostly appropriate, showing some clear understanding to the context. There may be a few errors.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3	5–6	<p>Application of knowledge of why Jacob should value the knowledge and advice of the early years workers in the baby room team is appropriate and accurate and shows clear understanding to the context.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>	2	3–4	<p>Application of knowledge of why Jacob should value the knowledge and advice of the early years workers in the baby room team is mostly appropriate, showing some clear understanding to the context. There may be a few errors.</p>	<p>6</p> <p>AO2=3</p> <p>AO3=3</p>
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		Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.
1	1–2	Application of knowledge of why Jacob should value the knowledge and advice of the early years workers in the baby room team may show a lack of understanding of the context. There may be a number of errors. Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. Links may be made but are often inappropriate.
	0	No creditworthy material

Indicative content

Discussion regarding why Jacob should value the knowledge and advice of the early years workers in the baby room team may include:

AO2

- other team members may have received additional training that Jacob has not yet received
- other team members may have faced a similar situation that Jacob is faced with
- Jacob is demonstrating effective professional practice and respect
- other team members may have additional information about a child that Jacob is unaware of
- other team members will have knowledge of a child's previous experiences
- Jacob may be facing a situation where a child is showing challenging behaviour

AO3

- using this information Jacob may then be able to complete a new task with more knowledge
- by sharing their experiences with Jacob, he could gain increased confidence to respond to an unfamiliar situation
- using information will aid reflection of his own practice so he can identify strengths and weaknesses
- using the information may help Jacob develop his planning and interaction with the children
- using the advice of others will enable him to best support the child.

	Accept any other relevant response.	
8	<p>Describe two (2) ways Jacob can use his own initiative in the nursery.</p> <p>Award one mark for the description of each way Jacob can use his own initiative in the nursery, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • noticing an untidy area and picking up toys left on the floor by children (1) • independently mopping spillages from on the floor (1) • independently preparing the snack table ready for snack time (1) • starting games for children to join in when playing outside (1) • refilling the fruit bowl when there is no fruit left in the snack area (1) • responding promptly to a hazard within the nursery (1) • changing a child’s nappy outside of designated changing times (1). <p>Accept any other relevant response.</p>	<p>2</p> <p>AO2=2</p>
9	<p>Jacob will be working with children aged 6 to 12 months.</p> <p>Which one (1) of the following fine motor skills would Jacob expect children to have developed by the age of 12 months?</p> <p>A Build a tower of eight bricks B Drop and throw toys deliberately C Skilfully use a spoon to self-feed D Turn single pages of a book</p> <p>Award one mark for:</p> <p>B: Drop and throw toys deliberately (1).</p>	<p>1</p> <p>AO1=1</p>
10	<p>Jacob will support the nursery children to develop social and emotional skills.</p> <p>In Table 1 below, tick two (2) social and emotional skills that Jacob will support the nursery children to develop.</p> <p style="text-align: center;">Table 1</p> <p>Award one mark each for:</p>	<p>2</p> <p>AO1=2</p>

	Tick (✓)
Concentration	
Independence	✓
Resilience	✓
Vocabulary	
Memory	

11	<p>Muhammed is aged 9 months.</p> <p>Identify two (2) activities Jacob could use to promote Muhammed’s language development.</p> <p>Describe how each activity will promote Muhammed’s language development.</p> <p>Award one mark for each identification of a relevant activity and one mark for a description of how the activity will promote Muhammed’s language development (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • reading stories (AO1=1) can introduce new words that Muhammed has not heard before, extending his vocabulary (AO2=1) • singing nursery rhymes (AO1=1) will help strengthen Muhammed’s lips and tongue muscles which will encourage clear speech (AO2=1) • playing with a shape sorter (AO1=1) will help widen Muhammed’s vocabulary by introducing the names of the shapes (AO2=1) • going on a walk to the shops (AO1=1) will help Muhammed understand the names of objects in the environment (AO2=1). <p>NB Award two AO1 marks and two AO2 marks.</p> <p>Accept any other relevant response.</p>	<p>4</p> <p>AO1= 2</p> <p>AO2=2</p>
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12	<p>Jacob must consider the children’s ages when planning activities in the nursery.</p> <p>Briefly describe two (2) other factors Jacob must consider when planning activities for the nursery children.</p>	<p>2</p> <p>AO2=2</p>
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	<p>Award one mark for each factor Jacob must consider when planning activities for the nursery children, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • how much time is required for children to complete the activity (1) • how many children the activity can accommodate (1) • what the adult will do to promote learning during the activity (1) • adaptations required for children with special educational needs (1) • how much space is needed for children to participate (1) • the availability of resources to do the activity (1) • potential safety risks or hazards of the activity (1) • what the learning objective of the activity will be (1) • the individual needs and requirements of children who will participate (1) • cultural or religious beliefs that may affect resources required for the activity (1) • the amount of time available to prepare the activity (1). <p>Accept any other relevant response.</p>	
<p>13</p>	<p>Jacob is planning an activity to promote the children’s holistic development. He has included the areas of language development and social and emotional development in his activity plan.</p> <p>Name the two (2) other areas of child development that Jacob should include in his activity plan.</p> <p>Award one mark each for:</p> <ul style="list-style-type: none"> • physical development • intellectual development. 	<p>2</p> <p>AO1=2</p>
<p>14 (a)</p>	<p>Oscar is aged 6 months and has a hearing impairment.</p> <p>Describe two (2) ways the hearing impairment may affect Oscar’s development.</p> <p>Award one mark for each way the hearing impairment may affect Oscar’s development, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • if words and sounds are not heard Oscar’s language development will be delayed (1) 	<p>2</p> <p>AO2=2</p>

	<ul style="list-style-type: none"> • it may be more difficult for Oscar to join in conversations with other children (1) • Oscar may find forming relationships with friends difficult (1) • if unable to fully hear the conversations of others Oscar may feel socially isolated which may affect his well-being (1) • Oscar may miss out on attending childcare or schooling due to hospital appointments which will impact on his ability to grasp new cognitive skills (1) • Oscar may become frustrated as he cannot communicate his ideas which could affect his well-being (1). <p>Accept any other relevant response.</p>	
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14 (b)	<p>Jacob is Oscar’s key person.</p> <p>Explain why Jacob must meet Oscar’s individual needs in the nursery.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td> <p>Analysis to demonstrate why Jacob must meet Oscar’s individual needs in the nursery is highly effective, with a discussion that is detailed and relevant.</p> <p>The response shows a wide range of knowledge and understanding and is fully accurate.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td> <p>Analysis to demonstrate why Jacob must meet Oscar’s individual needs in the nursery is effective, with a discussion that is mostly detailed and relevant.</p> <p>The response shows a range of knowledge and understanding and is mostly accurate.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td> <p>Analysis to demonstrate why Jacob must meet Oscar’s individual needs in the nursery is of limited effectiveness, with a discussion that lacks detail and is not always relevant.</p> <p>The response shows a limited range of knowledge and understanding, with partial accuracy.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No creditworthy material</td> </tr> </tbody> </table> <p>Indicative content</p> <p>Explanation regarding why Jacob must meet Oscar’s individual needs in the nursery, may include:</p> <p>AO3</p>	Level	Marks	Description	3	5–6	<p>Analysis to demonstrate why Jacob must meet Oscar’s individual needs in the nursery is highly effective, with a discussion that is detailed and relevant.</p> <p>The response shows a wide range of knowledge and understanding and is fully accurate.</p>	2	3–4	<p>Analysis to demonstrate why Jacob must meet Oscar’s individual needs in the nursery is effective, with a discussion that is mostly detailed and relevant.</p> <p>The response shows a range of knowledge and understanding and is mostly accurate.</p>	1	1–2	<p>Analysis to demonstrate why Jacob must meet Oscar’s individual needs in the nursery is of limited effectiveness, with a discussion that lacks detail and is not always relevant.</p> <p>The response shows a limited range of knowledge and understanding, with partial accuracy.</p>		0	No creditworthy material	<p>6</p> <p>AO3=6</p>
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	0	No creditworthy material															

	<ul style="list-style-type: none"> • Oscar must have an equal opportunity to achieve alongside his peers and if his needs are met, he will have the best chance of achieving • The Equality Act 2010 requires Jacob to make adjustments and there is a legal requirement for Jacob to meet children’s individual needs • if Jacob does not meet Oscars needs, Oscar may be excluded from joining in activities and learning opportunities • Oscar could become delayed in his development as activities provided may not be suitable for his needs and he may not be supported to achieve age related outcomes • Oscar will be less anxious and feel more at ease in the nursery if his individual needs are catered for • Oscar’s parents/carers will feel confident that Oscar is being well cared for in the nursery. <p>Accept any other relevant response.</p>	
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<p>15 (a)</p>	<p>Lily, aged 12 months, has recently joined the nursery. Lily’s behaviour has been affected by this transition.</p> <p>In relation to transition, define what is meant by:</p> <ol style="list-style-type: none"> 1. regression 2. separation anxiety. <p>Award one mark for each definition.</p> <p>For example:</p> <ol style="list-style-type: none"> 1. Regression- reverting to behaviour usually shown by a younger child (1) 2. Separation anxiety- fear of strangers and separating from parents/carers (1). <p>Accept any other relevant response.</p>	<p>2</p> <p>AO1=2</p>
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<p>15 (b)</p>	<p>Discuss why Jacob should communicate with Lily’s parents during Lily’s transition to the nursery.</p> <table border="1" data-bbox="293 1744 1243 2076"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7–9</td> <td> <p>A wide range of relevant knowledge and understanding regarding why Jacob should communicate with Lily’s parents during Lily’s transition to the nursery is shown, which is accurate and detailed.</p> <p>Application of knowledge regarding why Jacob should communicate with Lily’s parents during</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3	7–9	<p>A wide range of relevant knowledge and understanding regarding why Jacob should communicate with Lily’s parents during Lily’s transition to the nursery is shown, which is accurate and detailed.</p> <p>Application of knowledge regarding why Jacob should communicate with Lily’s parents during</p>	<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3= 3</p>
Level	Marks	Description						
3	7–9	<p>A wide range of relevant knowledge and understanding regarding why Jacob should communicate with Lily’s parents during Lily’s transition to the nursery is shown, which is accurate and detailed.</p> <p>Application of knowledge regarding why Jacob should communicate with Lily’s parents during</p>						

		<p>Lily's transition to the nursery is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>
2	4–6	<p>A range of relevant knowledge and understanding regarding why Jacob should communicate with Lily's parents during Lily's transition to the nursery is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge regarding why Jacob should communicate with Lily's parents during Lily's transition to the nursery is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p>
1	1–3	<p>A limited range of relevant knowledge and understanding regarding why Jacob should communicate with Lily's parents during Lily's transition to the nursery is shown but is often fragmented.</p> <p>Application of knowledge regarding why Jacob should communicate with Lily's parents during Lily's transition to the nursery is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>
	0	No creditworthy material

Indicative content

Discussion regarding why Jacob should communicate with Lily's parents during Lily's transition to the nursery, may include:

AO1

- to share information about Lily's interests
- to share information about Lily's routines
- Lily's parents will feel aware of activities Lily is enjoying at the nursery
- Lily's parents can receive information about Lily's day

	<ul style="list-style-type: none"> • Lily’s parents can share worries about the transition • information about Lily’s individual needs can be shared <p>AO2</p> <ul style="list-style-type: none"> • to help inform Jacob of Lily’s preferences so that he provides activities that Lily will enjoy • Jacob can provide routines that are similar to those she experiences at home • Lily’s parents will feel comfortable to leave Lily in Jacobs care • Lily’s parents can continue to provide appropriate care during the rest of that day that supports Lily’s needs • Jacob can reassure Lily’s parents and allay concerns • routines and activities can be provided so that Lily is able to be fully involved <p>AO3</p> <ul style="list-style-type: none"> • Lily will feel more at ease when information is shared about her interests which will help her feel more comfortable in the nursery environment supporting her transition • shared information about routines will promote consistency and support Lily’s emotional development providing security and consistency of care • through communication Lily’s parents will develop a relationship with Jacob and build trust which will help develop future partnership working • Lily’s parents will receive information and be able to feel confident in what they need to provide to support Lily at home which will result in Lily’s needs being appropriately met • Lily’s parents will feel reassured and at ease that Lily is being well cared for and confident to leave Lily at the nursery • Lily will gain access to a wide range of activities that support her play, learning and care needs. <p>Accept any other relevant response.</p>	
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<p>16</p>	<p>Jacob will support the children’s health in the nursery.</p> <p>Identify two (2) daily routines for children aged 6 to 12 months and explain how each daily routine keeps the children healthy.</p> <p>Award one mark for each daily routine and one mark for how the daily routine keeps the children healthy (2x2).</p> <p>For example:</p>	<p>4</p> <p>AO1=2</p> <p>AO2= 2</p>
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	<ul style="list-style-type: none"> • hand cleaning before mealtimes (AO1=1) will stop bacteria being transferred to food which will prevent children from becoming ill (AO2=1) • outdoor time (AO1=1) provides fresh air which helps children feel energised which promotes positive emotional well-being (AO2=1) • snack time (AO1=1) gives children the opportunity to eat a healthy snack which supports children’s strong physical growth and development of the child’s bones and teeth (AO2=1) • sleep time (AO1=1) children’s bodies rest and repair during sleep aiding health body and mind (AO2=1) • cleaning teeth after meals (AO1=1) will help children develop good daily practices and avoid gum disease and tooth decay (AO2=1). <p>NB Award two AO1 marks and two AO2 marks.</p> <p>Accept any other relevant response.</p>	
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<p>17</p>	<p>Jacob promotes inclusive practice in the nursery.</p> <p>(i) Describe one (1) way Jacob can promote inclusive practice during each of the following:</p> <ul style="list-style-type: none"> • play activities • daily routines. <p>(ii) Explain how each way promotes inclusive practice in the nursery.</p> <p>Award up to two marks for how each way Jacob can promote inclusive practice during play activities (1x1).</p> <p>Play activities</p> <p>For example:</p> <ul style="list-style-type: none"> • not forcing cars on boys and dolls on girls but giving children choice of play activities based on their interests (AO2=1) which will avoid gender stereotyping and help children in realising their potential (AO3=1) • provide books that positively reflect children at nursery (AO2=1) which will help children to feel acknowledged boosting their self-esteem (AO3=1) • provide space at an activity where a child using a wheelchair can join in (AO2=1) which will give children the same opportunity to access learning as their peers (AO3=1) • give children individual additional help when playing with a toy (AO2=1) this will ensure they are not excluded from 	<p>4</p> <p>AO2=2</p> <p>AO3= 2</p>
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	<p>taking part if they do not understand how to use the toy (AO3=1)</p> <ul style="list-style-type: none"> challenge discrimination that occurs during an activity (AO2=1) to make sure that a child is treated fairly and with respect (AO3=1) when religious or cultural clothing is worn (AO2=1) early years workers must ensure that they create adaptations to the activity so that clothing does not prevent children playing (AO3=1). <p>Award up to two marks for how each way Jacob can promote inclusive practice during daily routines (1x1).</p> <p>Daily routines</p> <p>For example:</p> <ul style="list-style-type: none"> at mealtime provide utensils familiar to the child and their home environment (AO2=1) this will mean the child doesn't feel uncomfortable if not able to use unfamiliar utensils at mealtime (AO3=1) at mealtime plan for children's special dietary needs (AO2=1) this will ensure children can eat safely alongside their peers (AO3=1) during singing time provide songs, and rhymes from a range of cultures reflected within the nursery (AO2=1) this will help all children feel equally important (AO3=1) during tidy away time make sure both genders participate in jobs (AO2=1) this will ensure children are included fairly, rather than based on a stereotype (AO3=1) during toileting adjust routines for children who have different cultural practices (AO2=1) by doing this the child will feel respected (AO3=1) tables should be at the correct height to ensure children using wheelchairs can access the table (AO2=1) to ensure the child has an equal chance to communicate with their peers during the activity (AO3=1). <p>NB Award two AO2 marks and two AO3 marks.</p> <p>Accept any other relevant response.</p>	
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18	<p>Explain why Jacob must maintain confidentiality when working in the nursery.</p> <table border="1" data-bbox="293 1899 1244 2007"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5–6</td> <td>Analysis to demonstrate why Jacob must maintain confidentiality when working at the</td> </tr> </tbody> </table>	Level	Marks	Description	3	5–6	Analysis to demonstrate why Jacob must maintain confidentiality when working at the	<p>6</p> <p>AO3=6</p>
Level	Marks	Description						
3	5–6	Analysis to demonstrate why Jacob must maintain confidentiality when working at the						

			nursery is highly effective, with a discussion that is detailed and relevant. The response shows a wide range of knowledge and understanding and is fully accurate.
	2	3–4	Analysis to demonstrate why Jacob must maintain confidentiality when working at the nursery is effective, with a discussion that is mostly detailed and relevant. The response shows a range of knowledge and understanding and is mostly accurate.
	1	1–2	Analysis to demonstrate why Jacob must maintain confidentiality when working at the nursery is of limited effectiveness, with a discussion that lacks detail and is not always relevant. The response shows a limited range of knowledge and understanding, with partial accuracy.
		0	No creditworthy material
<p>Indicative content</p> <p>Explanation regarding, why Jacob must maintain confidentiality when working at the nursery, may include:</p> <p>AO3</p> <ul style="list-style-type: none"> • helps build and develop a sense of trust between parents/carers and Jacob • supports smooth teamwork and trust between Jacob and the team of early years workers • failure to maintain confidentiality will affect the reputation of the nursery in the wider community • it is a legal requirement reflected in the GDPR (2018) which Jacob must follow • helps protect the child and avoid information getting into the wrong hands, potentiality effecting the safety or well-being of children and families • shows respect to children and families • ensures that Jacob is following nursery policies and procedures of the nursery. <p>Accept any other relevant response.</p>			

19	Lily has a special diet that the early years workers must follow when providing meals and snacks.	2
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	<p>Identify two (2) reasons why Lily may have a special dietary requirement.</p> <p>Award one mark for each reason why Lily may have special dietary requirements, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • allergy (1) • parental choice (1) • religion (1) • culture (1) • health (1). <p>Accept any relevant responses.</p>	<p>AO1=2</p>
<p>20</p>	<p>Muhammed, aged 9 months, has started to walk.</p> <p>Identify two (2) safety hazards that could harm Muhammed as he starts to walk and describe how Jacob could reduce each safety hazard.</p> <p>Award one mark for identification of each safety hazard to Muhammed and one mark for a description of how Jacob could reduce each safety hazard (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • stairs (AO1=1) Jacob should ensure there is a stair gate which is closed to stop Muhammed falling down the stairs (AO2=1) • toys on the floor (AO1=1) Jacob should observe the environment and promptly remove any toys from the floor that may cause a trip hazard for Muhammed (AO2=1) • hot drinks left on furniture (AO1=1) Jacob should ensure that hot drinks are moved out of reach of Muhammed and drinks are only consumed if in a lidded cup (AO2=1) • cupboards with cleaning equipment (AO1=1) all cupboards should always be locked after use and equipment made inaccessible to Muhammed (AO2=1) • wrinkled rugs (AO1=1) Jacob should stick rugs down with tape to ensure Muhammed does not trip on the wrinkled rug (AO2=1) • sharp corners on furniture (AO1=1) Jacob should apply corner protectors to the furniture to reduce the risk of head injuries to Muhammed (AO2=1). <p>NB Award two AO1 marks and two AO2 marks.</p> <p>Accept any other relevant response.</p>	<p>4</p> <p>AO1=2</p> <p>AO2= 2</p>

<p>21</p>	<p>Jacob will change the children’s nappies in the nursery.</p> <p>Identify three (3) ways Jacob can maintain good hygiene when changing a child’s nappy.</p> <p>Award one mark for each way Jacob can maintain good hygiene when changing a child’s nappy, up to three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • wearing gloves (1) • washing hands after changing (1) • wearing an apron (1) • wiping down the changing mat before use (1) • wiping down the changing mat after use (1) • using a spatula to take nappy cream from the pot (1) • disposing of the used nappy into the correct bin (1). <p>Accept any other relevant response.</p>	<p>3</p> <p>AO1=3</p>
<p>22 (a)</p>	<p>Jacob will carry out observations on the nursery children. The observations must be kept confidential and only be used by the early years workers.</p> <p>Describe two (2) ways that Jacob can keep the observations confidential.</p> <p>Award one mark for each way that Jacob can keep the observations confidential, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Jacob must not leave observation notes laying around the nursery (1) • Jacob must not discuss the outcomes of observations outside of the nursery (1) • Jacob must make sure passwords are used if observations are stored on an electronic device (1) • Jacob must only discuss observation outcomes with relevant team members (1) • Jacob must not discuss observation outcomes with staff if travelling on public transport (1) • Jacob should not take written observations out of the setting where they could be accessed by others (1) • Jacob should ensure he has consent before sharing observation findings with other professionals (1). <p>Accept any other relevant answers.</p>	<p>2</p> <p>AO2= 2</p>

22 (b)	<p>Describe two (2) ways that observations can be used by Jacob to support the children’s development.</p> <p>Award one mark for each way that observing the children will help Jacob to support the children’s development, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none">• helps Jacob to identify children’s development and learning needs (1)• provides information that will help Jacob assess children’s progress over time (1)• gives Jacob an insight into children’s interests (1)• aids Jacob in assessing if early intervention is required (1)• helps Jacob to notice children’s strengths and areas of development (1)• highlights additional resources needed to support the child (1). <p>Accept any other relevant response.</p>	<p>2</p> <p>AO2=2</p>
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Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1	3			3
2		1		1
3	3			3
4		2		2
5(a)	3			3
5(b)		1	1	2
6			1	1
7		3	3	6
8		2		2
9	1			1
10	2			2
11	2	2		4
12		2		2
13	2			2
14(a)		2		2
14(b)			6	6
15(a)	2			2
15(b)	3	3	3	9
16	2	2		4
17		2	2	4
18			6	6
19	2			2
20	2	2		4
21	3			3
22(a)		2		2
22(b)		2		2
Total	30	28	22	80