



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

Examined Assessment

Paper Number: **Sample Assessment**

Date: **Sample 2022**

## **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. You must also consider the relative weightings of the assessment objectives, so as not to over/under credit a response. Standardisation materials, marked by the chief examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

You are reminded that the indicative content provided under the marking grid is there as a guide, and therefore you must credit any other suitable responses a learner may produce. It is not a requirement either, that learners must cover all of the indicative content to be awarded full marks.

## Assessment objectives

This unit requires learners to:

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

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

Qu	Mark scheme	Total marks
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**Section A**

**Total for this section: 20 marks**

<b>1</b>	<p><b>Which one is not a protected characteristic under the Equality Act (2010)?</b></p> <p><b>A:</b> Age <b>B:</b> Culture <b>C:</b> Disability <b>D:</b> Sex</p> <p><b>Answer:</b> D: Culture</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
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<b>2</b>	<p><b>Which one role provides childcare in a child’s home?</b></p> <p><b>A:</b> Childminder <b>B:</b> Creche assistant <b>C:</b> Nanny <b>D:</b> Play leader</p> <p><b>Answer:</b> C: Nanny</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
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<b>3</b>	<p><b>A childminder is carrying out a risk assessment. They have identified three hazards.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Hazard</th> <th style="text-align: center;">Identify the risk</th> <th style="text-align: center;">What action is needed to control the risk?</th> </tr> </thead> <tbody> <tr> <td>A long blind cord at a window.</td> <td></td> <td></td> </tr> <tr> <td>TV cables trailing on the floor.</td> <td></td> <td></td> </tr> <tr> <td>Nappy sacks on the floor.</td> <td></td> <td></td> </tr> </tbody> </table> <p>Award <b>one</b> mark for each of the following points up to a maximum of six marks.</p>	Hazard	Identify the risk	What action is needed to control the risk?	A long blind cord at a window.			TV cables trailing on the floor.			Nappy sacks on the floor.			<p><b>6</b></p> <p><b>AO1=3</b></p> <p><b>AO2=3</b></p>
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	<p><b>Indicative content</b></p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• (a long blind cord at a window) – strangling (1)</li> <li>• (TV cables trailing on the floor) – trip (1)</li> <li>• (nappy sacks on the floor) – suffocation (1).</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• (strangling) – tie the blind cord up/remove the blind (1)</li> <li>• (trip) – fasten cables to the wall/tape them to the floor/under carpet (1)</li> <li>• (suffocation) – put nappy sacks in a secure cupboard/place out of the reach of children (1).</li> </ul>	
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<p><b>4</b></p>	<p><b>Explain one reason why an early years practitioner should maintain confidentiality in an early years setting.</b></p> <p>Award up to <b>two marks</b> for a reason why confidentiality should be maintained:</p> <ul style="list-style-type: none"> <li>• it reduces the risk of harm to children (1) from personal details being breached (1)</li> <li>• it develops trusting relationships with children/families (1) and supports open communication (1)</li> <li>• it meets their professional and legal responsibility (1) as required by law (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	<p><b>2</b></p> <p><b>AO3=2</b></p>
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<b>5 (a)</b>	<p><b>An early years practitioner is unable to go to work.</b></p> <p><b>Explain how this could impact on children’s safety in the nursery.</b></p> <p>Award up to <b>three marks</b> for how poor attendance can affect safety:</p> <p>the setting will not be able to ensure that adult/child ratios are met (1) which may result in; children not being adequately supervised (1) which could result in increased risk of accidents (1) the nursery would not have enough staff available to carry out procedures (1) (for example) safety procedures such as risk assessments may not be undertaken (1) which may result in an unsafe environment (1).</p> <p><b>Accept any other suitable response.</b></p>	<p><b>3</b></p> <p><b>AO3=3</b></p>
<b>5 (b)</b>	<p><b>State one action an early years practitioner can take to reduce the impact of not being able to be at work.</b></p> <p>Award one mark for a way an early years practitioner can work:</p> <p>keep the settings manager informed in advance so staff cover can be arranged (1) ring to communicate expected arrival time if running late so staff can be reallocated for temporary cover (1) arrange to swap their day with another member of staff so adult/child ratio are maintained (1).</p> <p><b>NB:</b> Do not credit responses that just refer to ‘attending’.</p> <p><b>Accept any other suitable response.</b></p>	<p><b>1</b></p> <p><b>AO2=1</b></p>

<b>6</b>	<p><b>Explain how partnership working can safeguard children.</b></p> <p>Award one mark for a way an Early Years Practitioner can work:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: center;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;"><b>5–6</b></td> <td> <p><b>AO2 - Excellent</b> application of knowledge and understanding of how partnership working can safeguard children that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the question.</p> <p><b>AO1 - Excellent</b> recall of knowledge and understanding of partnership working and safeguarding that is <b>comprehensive</b>.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><b>3–4</b></td> <td> <p><b>AO2 - Good</b> application of knowledge and understanding of how partnership working can safeguard children that is <b>detailed</b> and <b>mostly relevant</b> to the question.</p> <p><b>AO1 - Good</b> recall of knowledge and understanding of partnership working and safeguarding that is <b>mostly detailed</b>.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><b>1–2</b></td> <td> <p><b>AO2 - Limited</b> application of knowledge and understanding of how partnership working can safeguard children that has <b>minimal detail</b> and is <b>mostly superficial</b>. With <b>minimal relevance</b> to the question.</p> <p><b>AO1 - Limited</b> recall of knowledge and understanding of partnership working and safeguarding that has <b>minimal detail</b>.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><b>0</b></td> <td>No relevant material</td> </tr> </tbody> </table>	Marks	Description	<b>5–6</b>	<p><b>AO2 - Excellent</b> application of knowledge and understanding of how partnership working can safeguard children that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the question.</p> <p><b>AO1 - Excellent</b> recall of knowledge and understanding of partnership working and safeguarding that is <b>comprehensive</b>.</p>	<b>3–4</b>	<p><b>AO2 - Good</b> application of knowledge and understanding of how partnership working can safeguard children that is <b>detailed</b> and <b>mostly relevant</b> to the question.</p> <p><b>AO1 - Good</b> recall of knowledge and understanding of partnership working and safeguarding that is <b>mostly detailed</b>.</p>	<b>1–2</b>	<p><b>AO2 - Limited</b> application of knowledge and understanding of how partnership working can safeguard children that has <b>minimal detail</b> and is <b>mostly superficial</b>. With <b>minimal relevance</b> to the question.</p> <p><b>AO1 - Limited</b> recall of knowledge and understanding of partnership working and safeguarding that has <b>minimal detail</b>.</p>	<b>0</b>	No relevant material	<p><b>6</b></p> <p><b>AO1=3</b></p> <p><b>AO2=3</b></p>
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<p>Examiners 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.</p> <p><b>NB:</b> It is not a requirement that the learner formulate a response specifically against each assessment objective as laid out in the indicative content (IC).</p> <p>A learner’s demonstration of recall (AO1) and application of knowledge and understanding (AO2) can be implied through the learner’s ability to explain the question topic.</p>												

	<p><b>Indicative content</b></p> <p><b>AO1 - Learners will recall knowledge and understanding of partnership working and safeguarding that may include:</b></p> <p>Working in partnership:</p> <ul style="list-style-type: none"><li>• professionals from different services such as education and health and social care teams working together</li><li>• parents working with services and professionals</li><li>• meets the child's needs</li><li>• can meet parents, carers, and family's needs</li><li>• is part of their professional responsibility</li><li>• a requirement of The Early Years Foundation Stage Statutory Framework (EYFS).</li></ul> <p>Safeguarding:</p> <ul style="list-style-type: none"><li>• protecting children from harm</li><li>• responding to suspected abuse</li><li>• a requirement of The Early Years Foundation Stage Statutory Framework (EYFS).</li></ul> <p><b>AO2 - Learners will apply knowledge and understanding of how partnership working can safeguard children that may include:</b></p> <ul style="list-style-type: none"><li>• supports early intervention to meet children's holistic needs and when a child is at risk of harm</li><li>• promotes safeguarding to ensure that children are protected from harm</li><li>• ensures consistent care is provided by all professionals, giving emotional and physical security in meeting needs</li><li>• gains support from practitioners with a different perspective or experience</li><li>• ensures shared goals can be achieved and everyone is united in approach</li><li>• builds trust so that information can be shared to support the child</li><li>• has access to advice and information which will inform planning of activities and routines to promote children's development</li><li>• builds trust and creates a supportive relationship where information can be shared</li><li>• supports shared goals, and everyone can work to their strengths and support each other</li><li>• working in partnership encourages communication between practitioners which may highlight safeguarding issues</li><li>• working in partnership, using positive communication can highlight if referrals are required by sharing appropriate information that can build up a better picture about the child</li></ul>	
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	<p>unmet needs to help identify suspected abuse/safeguarding issues</p> <ul style="list-style-type: none"><li>• working in partnership improves safeguarding of children as communication that is effective, identifies safeguarding concerns earlier and quicker/reduces the risk of a safeguarding issue not being identified, it also builds trust, and this supports honest dialogue</li><li>• working in partnership can prevent a safeguarding issue from happening in the first place, as partnership working makes it possible to see the whole picture concerning a child</li><li>• as decisions are made jointly, with the expertise of many individuals, this increases the likelihood that the correct action is being taken.</li></ul> <p><b>NB:</b> Accept specific examples of partnership working in practice.</p> <p><b>Accept any other suitable response</b></p>	
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**Section B**

**Total for this section: 18 marks**

<b>7</b>	<p><b>Which one is an ‘unexpected’ transition?</b></p> <p><b>A:</b> Bereavement in the family  <b>B:</b> Moving to a new room at nursery  <b>C:</b> Starting at a new school  <b>D:</b> The birth of a sibling</p> <p><b>Answer:</b> A: Bereavement in the family</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
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<b>8</b>	<p><b>Which one is an example of a cognitive milestone of a child aged 3 years?</b></p> <p><b>A:</b> Counts to 20  <b>B:</b> Names some colours  <b>C:</b> Recalls stories and rhymes  <b>D:</b> Sorts objects by size</p> <p><b>Answer:</b> D: Sorts objects by size</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
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<b>9</b>	<p><b>State one strategy an early years practitioner can use to prepare children for school. Explain how the strategy supports the transition to school.</b></p> <p>Award <b>one</b> mark for stating any <b>one</b> of the following strategies:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• read books about starting school (1)</li> <li>• set up visits with reception teacher to meet the children (1)</li> <li>• encourage communication between parent and school (1)</li> <li>• identify groups of children going to the same school and encourage them to play together (1)</li> <li>• role-play parts of a school day (1).</li> </ul> <p>Award up to <b>two</b> marks for a valid explanation of how the strategy supports transition to school:</p> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• (read books about starting school) – this supports transition as it prepares children for what is expected (1) and can help a child talk about worries they may have (1)</li> <li>• (set up visits with reception teacher to meet the children) – this enables children to become familiar with new teacher</li> </ul>	<p><b>3</b></p> <p><b>AO1=1</b></p> <p><b>AO2=2</b></p>
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	<p>(1) and gives an opportunity to communicate any concerns about a child (1)</p> <ul style="list-style-type: none"> <li>• (encourage communication between parent and school) this helps parents share information about the child’s individual needs (1) which helps the setting effectively meet the child’s individual needs (1)</li> <li>• (identify groups of children going to the same school and encourage them to play together) – this helps children have familiar faces and friendships when starting school (1) this helps children to settle in the school (1)</li> <li>• (role-play parts of a school day) – this supports transition as it helps children to know (1) and be prepared for what to expect (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	
<p><b>10 (a)</b></p>	<p><b>Give two environmental factors that may affect the development of a child.</b></p> <p>Award <b>one mark</b> for any of the following environmental factors up to a maximum of <b>two marks</b>:</p> <ul style="list-style-type: none"> <li>• family lifestyle (1)</li> <li>• school/education (1)</li> <li>• peer group friendships (1)</li> <li>• income/availability of resources (1)</li> <li>• housing (1)</li> <li>• access to health and social care services (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	<p><b>2</b> <b>AO1=2</b></p>
<p><b>10 (b)</b></p>	<p><b>Describe how one of the environmental factors given in 10 (a) impacts on the physical development of a child.</b></p> <p>Award <b>up to two marks</b> for an accurate description:</p> <ul style="list-style-type: none"> <li>• (family lifestyle) – parents provide opportunities for physical activity such as visiting a play park (1) this impacts on a child by developing a child’s confidence to develop physical (1)</li> <li>• (school/education) – access to sensory play (1) this impacts on a child’s ability to develop fine motor skills (1)</li> <li>• (peer group/friendships) – peer pressure to engage in activities that may or may not encourage physical activity (such as computer games) (1) this impacts on a child’s maintenance of a healthy weight (1)</li> <li>• (income/availability of resources) money to provide a healthy lifestyle opportunity (such attending sports clubs) (1) this</li> </ul>	<p><b>2</b> <b>AO2=2</b></p>

	<p>impacts on a child’s development of physical strength and gross motor skills (1)</p> <ul style="list-style-type: none"> <li>• (housing) – a living environment which may be unsafe/ overcrowded (1) this impacts on a child by limiting the opportunity to practise physical skills (1)</li> <li>• (access to health and social care services) by receiving care and treatment (1) this impacts on a child by reducing the risk of illness and disease (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	
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<b>11</b>	<p><b>State two gross motor skills a child aged 2 years would be expected to achieve.</b></p> <p>Award <b>one</b> mark for each of the following up to a maximum of <b>two</b> marks:</p> <ul style="list-style-type: none"> <li>• walks up the stairs holding a hand (1)</li> <li>• walks down the stairs holding a hand (1)</li> <li>• running with control (1)</li> <li>• throwing a ball (1)</li> <li>• kicking a ball (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	<p><b>2</b></p> <p><b>AO1=2</b></p>
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<b>12 (a)</b>	<p><b>Kyle is 2½ years old; his language and communication skills are not developing as expected.</b></p> <p><b>Give one reason why Kyle’s language and communication skills may not be developing as expected.</b></p> <p>Award up to <b>1</b> mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• genetic condition (Down’s syndrome) (1)</li> <li>• sensory impairment (hearing) (1)</li> <li>• lack of a language rich environment (1)</li> <li>• lack of, or reduced opportunities for social interaction (1).</li> </ul> <p><b>NB:</b> Accept other specific examples of disabilities that can impact on language and communication.</p> <p><b>Accept any other suitable response.</b></p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
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<b>12 (b)</b>	<b>Discuss how an early years practitioner can support Kyle to develop his language and communication skills.</b>	<b>6</b>										
		<b>AO2=3</b>										
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A learner's demonstration of application of knowledge and understanding (AO2) can be implied through the learner's ability to discuss the question topic required of AO3.

**Indicative content**

**AO2 - Learners will apply knowledge and understanding of ways to support Kyle that will develop his language and communication skills that may include the following:**

- promote opportunities for talk and interaction during everyday routines such as snack
- plan expressive arts that involves Kyle expressing himself through musical instruments, singing songs, painting, rhythms
- provide opportunities for social experiences such as circle time, games and outdoor play
- support imaginative play that encourages Kyle to communicate through different scenarios, such as role play, puppets and dolls
- provide story telling opportunities for Kyle to learn new words and ask questions
- being a good role-model when pronouncing words when engaging in conversations during the day.

**AO3 - Learners will analyse and evaluate the strategies that could be used to support Kyle's development to provide justifications for the strategies used by a practitioner that may include the following:**

- opportunities for Kyle to talk to others during the routine will promote his language development, he may respond to being asked which fruit he wants for snack and gain confidence to answer simple questions
- expressive arts allow Kyle to develop new language and builds his vocabulary, for example when Kyle is playing with clay or junk modelling, he will talk about what he is making/building, what is happening
- social play will help Kyle gain confidence to speak to others when sharing toys and equipment, helping him practice his speaking and listening skills
- imaginative play, such as role play, can extend Kyle's language skills when communicating with other children and creating scenarios Kyle will explore and engage in this part of the role play, which can introduce skills such as waiting his turn to speak as part of a conversation
- stories, such as action stories, allows Kyle to use gestures to act out a story and develop simple language, reading stories can support pronunciation, introduce new words and add meaning to language. Stories can be discussed to support understanding and expression

	<ul style="list-style-type: none"><li>• being a good role model provides Kyle with an example of how to speak and communicate which he will then imitate in his communication, helping develop his spoken language.</li></ul> <p><b>NB:</b> Accept appropriate referrals for assessment and support.</p> <p><b>Accept any other suitable response.</b></p>	
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**Section C**

**Total for this section: 24 marks**

<p><b>13</b></p>	<p><b>Which one is an example of a child’s basic need?</b></p> <p><b>A:</b> Achievement <b>B:</b> Affection <b>C:</b> Belonging <b>D:</b> Sleep</p> <p><b>Answer:</b> D: Sleep</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
<p><b>14</b></p>	<p><b>Which one is a characteristic of being ‘objective’?</b></p> <p><b>A:</b> Giving an opinion <b>B:</b> Making an interpretation <b>C:</b> Recording what is seen <b>D:</b> Using personal experience</p> <p><b>Answer:</b> C: Recording what is seen</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
<p><b>15</b></p>	<p><b>Explain one way an early years practitioner supports a child’s independence at mealtimes.</b></p> <p>Award <b>one</b> mark for identification of a way:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• provide aids such as adapted cutlery and cups (1)</li> <li>• reward independence - successful attempts (1)</li> <li>• demonstrate self-help skills (1).</li> </ul> <p>Award <b>two marks</b> for an explanation of how the way promotes independence:</p> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• (provide aids such as adapted cutlery and cups) to support a child to feed themselves (1) to allow a child to develop and practise self-help skills (1)</li> <li>• (reward independence - successful attempts) to encourage this behaviour in the future (1) and provide encouragement to try it again (1)</li> <li>• (demonstrate self-help skills) so children can copy the H</li> <li>• health care practitioner (1) the child will learn/know how to perform these skills (1).</li> </ul> <p><b>NB:</b> Accept answers which include specific examples of ways (eg showing children how to wash hands after going to the bathroom).</p> <p><b>Accept any other suitable response.</b></p>	<p><b>3</b></p> <p><b>AO1=1</b></p> <p><b>AO2=2</b></p>
<p><b>16</b></p>	<p><b>With reference to Maslow’s Hierarchy of Needs. Explain three</b></p>	<p><b>6</b></p>



	<p><b>ways an early years practitioner can meet a child’s safety needs.</b></p> <p>Award <b>up to two marks</b> for an explanation of each way:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>ensuring doors are locked (1)</li> <li>being available to provide comfort when a child is upset (1)</li> <li>knowing how to spot the signs/report of abuse (1)</li> <li>establishing an effective relationship between parent/carer and key worker (1).</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>(ensuring doors are locked) – this provides physical safety and prevents a child going missing/an intruder entering the building (1)</li> <li>(being available to provide comfort when a child is upset) –this reduces the child's distress and provides the child with emotional security (1)</li> <li>(knowing how to spot the signs/report of abuse) – this reduces the abuse a child may experience by reducing the time taken to take action (1)</li> <li>(establishing an effective relationship between parent/carer and key worker) – this increases the key worker’s responsiveness to issues concerning a child’s wellbeing (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	<p><b>AO1=3</b></p> <p><b>AO2=3</b></p>
<p><b>17</b></p>	<p><b>Priya is 9 years old and is a vegan. She attends a childminder after school. The childminder provides a meal for all the children but does not have time to cook a vegan meal for Priya.</b></p> <p><b>Explain one ‘psychological’ need of Priya, which the childminder is not meeting.</b></p> <p>Award <b>one</b> mark for identification and <b>one</b> mark for an explanation.</p> <p>Psychological need:</p> <ul style="list-style-type: none"> <li>value (1) by not providing Priya with a vegan meal she may not feel she is important /low sense of worth (1)</li> <li>belonging (1) by not providing Priya with a vegan meal she may feel left out/different from the other children who get a meal (1).</li> </ul> <p><b>NB:</b> Award up to two marks for an explanation where a learner has not provided the need, but the explanation clearly links to either value of belonging.</p> <p><b>Accept any other suitable response.</b></p>	<p><b>2</b></p> <p><b>AO2=2</b></p>
<p><b>18</b></p>	<p><b>Define the term ‘formative assessment’.</b></p>	<p><b>2</b></p>

	<p>Award <b>up to two marks</b> for a definition of formative assessment:</p> <ul style="list-style-type: none"> <li>• assessment based on observations of the children (1) to inform planning (1).</li> </ul>	<p><b>AO1=2</b></p>
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<p><b>19</b></p>	<p><b>Explain three benefits of an early years practitioner carrying out observations of children.</b></p> <p>Award <b>one mark</b> for an explanation of each benefit up to a maximum of <b>three</b> marks:</p> <ul style="list-style-type: none"> <li>• provides opportunity to identify the care needs of a child by highlighting problems/early intervention (1)</li> <li>• supports the planning appropriate future activities that will meet the child's needs (1)</li> <li>• supports continuity of care by providing information to other Early Years Practitioner/parents (1)</li> <li>• it provides opportunity for tracking a child's progress in terms of development/intervention (1)</li> <li>• supports partnership working with internal/external professionals/parents (1)</li> <li>• provides insight into practice and the impact on a child (1).</li> </ul> <p><b>Accept any other suitable response.</b></p>	<p><b>3</b></p> <p><b>AO3=3</b></p>
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<b>20</b>	<p>Discuss ways that an obstacle course can promote children’s physical <b>or</b> social development.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;"><b>5–6</b></td> <td> <p><b>AO3 - Excellent</b> analysis and evaluation of how an obstacle course can promote physical <b>or</b> social development that is <b>comprehensive</b> and <b>highly relevant</b>.</p> <p><b>AO2 - Excellent</b> application of knowledge and understanding of the ways an obstacle course can relate to children’s development that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the question.</p> <p><b>AO1 - Excellent</b> recall of knowledge and understanding of physical <b>or</b> social development that is <b>comprehensive</b>.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><b>3–4</b></td> <td> <p><b>AO3 - Good</b> analysis and evaluation of how an obstacle course can promote physical <b>or</b> social development that is <b>detailed</b> and <b>mostly relevant</b>.</p> <p><b>AO2 - Good</b> application of knowledge and understanding of the ways an obstacle course can relate to children’s development that is <b>detailed</b> and <b>mostly relevant</b> to the question.</p> <p><b>AO1 - Good</b> recall of knowledge and understanding of physical <b>or</b> social development that is <b>mostly detailed</b>.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><b>1–2</b></td> <td> <p><b>AO3 - Limited</b> analysis and evaluation of how an obstacle course can promote physical <b>or</b> social development.</p> <p><b>AO2 - Limited</b> application of knowledge and understanding of the ways an obstacle course can relate to children’s development that has <b>minimal detail</b> and are <b>mostly superficial</b>. With <b>minimal relevance</b> to the question.</p> <p><b>AO1 - Limited</b> recall of knowledge and understanding of physical <b>or</b> social development that has <b>minimal detail</b>.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><b>0</b></td> <td>No relevant material</td> </tr> </tbody> </table>	Marks	Description	<b>5–6</b>	<p><b>AO3 - Excellent</b> analysis and evaluation of how an obstacle course can promote physical <b>or</b> social development that is <b>comprehensive</b> and <b>highly relevant</b>.</p> <p><b>AO2 - Excellent</b> application of knowledge and understanding of the ways an obstacle course can relate to children’s development that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the question.</p> <p><b>AO1 - Excellent</b> recall of knowledge and understanding of physical <b>or</b> social development that is <b>comprehensive</b>.</p>	<b>3–4</b>	<p><b>AO3 - Good</b> analysis and evaluation of how an obstacle course can promote physical <b>or</b> social development that is <b>detailed</b> and <b>mostly relevant</b>.</p> <p><b>AO2 - Good</b> application of knowledge and understanding of the ways an obstacle course can relate to children’s development that is <b>detailed</b> and <b>mostly relevant</b> to the question.</p> <p><b>AO1 - Good</b> recall of knowledge and understanding of physical <b>or</b> social development that is <b>mostly detailed</b>.</p>	<b>1–2</b>	<p><b>AO3 - Limited</b> analysis and evaluation of how an obstacle course can promote physical <b>or</b> social development.</p> <p><b>AO2 - Limited</b> application of knowledge and understanding of the ways an obstacle course can relate to children’s development that has <b>minimal detail</b> and are <b>mostly superficial</b>. With <b>minimal relevance</b> to the question.</p> <p><b>AO1 - Limited</b> recall of knowledge and understanding of physical <b>or</b> social development that has <b>minimal detail</b>.</p>	<b>0</b>	No relevant material	<p><b>6</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p> <p><b>AO3=2</b></p>
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	<p><b>AO3 - Learners will analyse and evaluate how an obstacle course can promote physical or social development that may include the following:</b></p> <ul style="list-style-type: none"><li>• children will have an opportunity to practice gross motor physical skills such as balancing when moving across a beam which will promote children's co-ordination and strength benefiting the child's physical control and fitness levels</li><li>• children will interact with their peers and work as part of a team, this will encourage children to work together and take turns which will enhance the child's ability to gain practical skills of working cooperatively as part of a group</li><li>• children will have an opportunity to test their physical capabilities as they explore different ways of moving safely through the obstacle course, this will ensure that the child gains physical skills and confidence in their own physical abilities</li><li>• children will take their first steps in resolving conflicts with other children as another child may not keep to the rules on the obstacle course, forcing the child to practice appropriate social skills such as reacting and coping in a socially acceptable and cooperative way.</li></ul> <p><b>Accept any other suitable response.</b></p>	
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Section D

Total for this section: 18 marks

21	<p><b>Joel is 3½ years old. He is starting nursery. Joel is shy and has difficulties communicating. He has a disability which means walking can be difficult, he gets tired easily and often needs to use a wheelchair. Joel enjoys books and water play activities.</b></p> <p><b>Discuss how an early years practitioner can support Joel’s inclusion at the nursery.</b></p>	<p><b>9</b></p> <p><b>AO1=3</b></p> <p><b>AO2=3</b></p> <p><b>AO3=3</b></p>										
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### **Indicative content**

#### **AO1 - Learners will recall knowledge and understanding of inclusion and the support strategies that may include the following:**

- inclusive practice is recognising Joel's needs and ensuring that Joel receives equal treatment and the opportunity to develop his skills and abilities to succeed
- provide access to the nursery environment through reasonable adjustments
- work in partnership with parents, services, and other professionals
- provide specialist resources to support Joel
- plan activities to support Joel
- adapt activities and resources to meet Joel's needs
- adapt routines to meet Joel's needs
- meet Joel's specific needs at the nursery.

#### **AO2 - Learners will apply knowledge and understanding of how early years practitioners can support Joel's inclusion in the nursery that may include the following:**

- reasonable adjustments such as widening doorways for Joel's wheelchair, handrails, ramps
- resources such as picture cards to support his communication
- because Joel is shy, provide activities where Joel can interact with small groups of children
- meet Joel's specific needs, such as incorporate naps into Joel's routine so he does not get over tired. Provide a quiet place that Joel can relax/recharge. Offer shorter activities that do not over tire Joel
- provide a key worker to support Joel to settle in and help with his physical needs
- offer activities Joel enjoys, such as reading books and water play to develop his confidence and communication
- adapt materials and activities so Joel can participate in activities, for example when in his wheelchair.

	<p><b>AO3 - Learners will analyse and evaluate how inclusion can be supported that may include the following:</b></p> <ul style="list-style-type: none"> <li>reasonable adjustments allow Joel to access the building and outside space so he can be included in activities with the other children.</li> <li>resources such as picture cards help Joel express his needs, they are inexpensive and highly effective</li> <li>small group activities help Joel not feel overwhelmed when included in group activities, this will also support Joel to develop friendships and communication skills. Joel may still need support to engage in these activities, he may find these difficult at first. The Early Years Practitioner require patience and sensitivity in such situations</li> <li>the nursery will need to allocate a quiet place for Joel, this may be difficult if the nursery is busy, this will support Joel to be able to maintain inclusion in activities</li> <li>a key worker will understand Joel's needs and support him emotionally. The nursery may have a high turnover of staff, so providing a key worker who will develop an understanding of Joel and his needs and who Joel can develop an attachment to may be difficult.</li> </ul> <p><b>Accept any other suitable response.</b></p>	
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<b>22</b>	<p>A Nanny is walking to the shop with a child. The child is going to buy an ice-cream.</p> <p>Analyse how walking to the shop and buying an ice-cream can support the child's development.</p>	<p><b>9</b> <b>AO1=3</b> <b>AO2=3</b> <b>AO3=3</b></p>						
<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 15%;">Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;"><b>7-9</b></td> <td> <p><b>AO3 - Excellent</b> analysis and evaluation of how walking to the shop can support the child's development that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications that are <b>comprehensive</b> and <b>highly detailed</b>.</p> <p><b>AO2 - Excellent</b> application of knowledge and understanding of how walking to the shop and buying an ice-cream relates to a child's development that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the question.</p> <p><b>AO1 - Excellent</b> recall of knowledge and understanding of a child's development that is <b>comprehensive</b>.</p> </td> </tr> <tr> <td style="text-align: center; vertical-align: top;"><b>4-6</b></td> <td> <p><b>AO3 - Good</b> analysis and evaluation of how walking to the shop can support the child's development that is <b>detailed</b> and <b>mostly relevant</b>. Supported with <b>good</b> justifications that are <b>detailed</b>.</p> </td> </tr> </tbody> </table>			Marks	Description	<b>7-9</b>	<p><b>AO3 - Excellent</b> analysis and evaluation of how walking to the shop can support the child's development that is <b>comprehensive</b> and <b>highly relevant</b>. Supported with <b>excellent</b> justifications that are <b>comprehensive</b> and <b>highly detailed</b>.</p> <p><b>AO2 - Excellent</b> application of knowledge and understanding of how walking to the shop and buying an ice-cream relates to a child's development that is <b>comprehensive</b> and <b>highly detailed</b> and <b>highly relevant</b> to the question.</p> <p><b>AO1 - Excellent</b> recall of knowledge and understanding of a child's development that is <b>comprehensive</b>.</p>	<b>4-6</b>	<p><b>AO3 - Good</b> analysis and evaluation of how walking to the shop can support the child's development that is <b>detailed</b> and <b>mostly relevant</b>. Supported with <b>good</b> justifications that are <b>detailed</b>.</p>
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<b>1–3</b>	<p><b>AO3 - Limited</b> analysis and evaluation of how walking to the shop can support the child’s development. Supported with <b>limited</b> justifications that have <b>minimal detail</b> and are <b>mostly superficial</b>.</p> <p><b>AO2 - Limited</b> application of knowledge and understanding of how walking to the shop and buying an ice-cream relates to a child’s development that has <b>minimal detail</b> and are <b>mostly superficial</b>. With <b>minimal relevance</b> to the question.</p> <p><b>AO1 - Limited</b> recall of knowledge and understanding of a child’s development that has <b>minimal detail</b>.</p>
<b>0</b>	No relevant material

Examiners 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.

**NB:** It is not a requirement that the learner formulate a response specifically against each assessment objective as laid out in the indicative content (IC).

A learners demonstration of recall (AO1) and application of knowledge and understanding (AO2) can be implied through the learner’s ability to analyse the question topic required of AO3.

**Indicative Content**

**AO1 - Learners will recall knowledge and understanding of a child’s development that may include the following:**

- physical development – fresh air, exercise
- social development – interacting with others
- cognitive development – counting money
- emotional development – feeling happy on the walk.

	<p><b>AO2 - Learners will apply knowledge and understanding of how walking to the shop and buying an ice-cream relates to a child's development that may include the following:</b></p> <p>Social development:</p> <ul style="list-style-type: none"><li>• talking to the nanny will support the child's communication skills</li><li>• the child will use manners, saying please and thank you and wait in a queue.</li></ul> <p>Physical development:</p> <ul style="list-style-type: none"><li>• when walking to the shop the child may hop and skip or run, engaging in exercise</li><li>• in the shop they will pick up coins, unwrapping the ice-cream.</li></ul> <p>Cognitive development:</p> <ul style="list-style-type: none"><li>• the child will learn what it is appropriate to wear (for example, if it is cold – a coat; raining – an umbrella; sunny – a cap),</li><li>• which route to take and planning when to cross the road</li><li>• once in the shop the child can read shop signs/labels of flavour of the ice-cream</li><li>• language skills when speaking to the shop assistant</li><li>• counting out the correct money to pay for the ice-cream.</li></ul> <p>Emotional development:</p> <ul style="list-style-type: none"><li>• the child may want to get to the shop quickly, but they must walk safely</li><li>• once in the shop the child may want to buy more than they are allowed</li><li>• they may have to wait in a queue to buy the ice-cream before they can eat it.</li></ul> <p><b>AO3 - Learners will analyse and evaluate how walking to the shop and buying an ice-cream can support the child's development and may include the following:</b></p> <ul style="list-style-type: none"><li>• exercise during the walk to the shops will increase the child's heart rate improving cardiovascular health and aid development of gross motor skills such as running</li><li>• going to the shops will support the child's social skills and confidence in social situations. The child may be shy and find speaking to passers-by difficult but will gain confidence in overcoming this as they practice these skills</li><li>• the child will experience regulating their behaviour, so it is appropriate to the social setting and in managing their excitement, so they keep safe on the walk</li></ul>	
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	<ul style="list-style-type: none"><li>• going to the shops will support the child’s understanding of the effect of different weather conditions, how to stay safe outside, this supports the child’s understanding of different concepts</li><li>• the child will experience emotions and behaviours that they will learn to recognise and regulate/control such as excitement and anticipation.</li></ul> <p><b>Accept any other suitable response.</b></p>	
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### Assessment Objective Grid

#### Section A

Question	AO1	AO2	AO3	Total	Q Type
1	1*			1	MCQ
2	1*			1	MCQ
3	3	3		6	SAQ
4			2	2	SAQ
5 (a)			3	3	SAQ
5 (b)		1		1	SAQ
6	3	3		6	ERQ
<b>Total</b>	<b>8</b>	<b>7</b>	<b>5</b>	<b>20</b>	
<b>Total required</b>	<b>8-9</b>	<b>7-8</b>	<b>4-5</b>	<b>20</b>	
<b>*Kil</b>	<b>2</b>				

#### Section B

Question	AO1	AO2	AO3	Total	Q Type
7	1*			1	MCQ
8	1*			1	MCQ
9	1	2		3	SAQ
10 (a)	2*			2	SAQ
10 (b)		2		2	SAQ
11	2			2	SAQ
12 (a)	1*			1	SAQ
12 (b)		3	3	6	ERQ
<b>Total</b>	<b>8</b>	<b>7</b>	<b>3</b>	<b>18</b>	
<b>Total required</b>	<b>7-9</b>	<b>6-8</b>	<b>3-5</b>	<b>18</b>	
<b>*Kil</b>	<b>5</b>				

### Section C

Question	AO1	AO2	AO3	Total	Q Type
13	1*			1	MCQ
14	1*			1	MCQ
15	1	2		3	SAQ
16	3	3		6	SAQ
17		2		2	SAQ
18	2*			2	SAQ
19			3	3	SAQ
20	2	2	2	6	ERQ
<b>Total</b>	<b>10</b>	<b>9</b>	<b>5</b>	<b>24</b>	
<b>Total required</b>	<b>9-11</b>	<b>8-10</b>	<b>4-6</b>	<b>24</b>	
<b>*KII</b>	<b>4</b>				

### Section D

Question	AO1	AO2	AO3	Total	Q Type
21	3	3	3	9	ERQ
22	3	3	3	9	ERQ
<b>Total</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>	
<b>Total required</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>18</b>	
<b>*Kil</b>	<b>0</b>				

### Overall AO Weightings

**AO1** – 40 to 45%, 32 to 36 marks

**AO2** – 35 to 40%, 28 to 32 marks

**AO3** – 20 to 25%, 16 to 20 marks