



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

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

March 2020

Assessment code: AGAEYCE

Paper number: Past paper

Mark Scheme

v1.1 Final

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

This unit requires learners to:

AO1	Recall knowledge and show understanding.
AO2	Apply knowledge and understanding.
AO3	Analyse and evaluate knowledge and understanding.

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

Qu	Mark scheme	Total marks
1	<p>Marco works in an early years setting in the private sector.</p> <p>Identify two (2) other sectors that provide care and education for children.</p> <p>Award one mark for each sector accurately identified.</p> <p>Sectors include:</p> <ul style="list-style-type: none"> • voluntary sector • statutory sector. 	<p>2</p> <p>AO1=2</p>
2	<p>Identify two (2) skills or qualities Marco needs to work in an early years setting.</p> <p>Award one mark for each skill or quality accurately identified up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • good time-keeping and reliability • knowledge of child development • confidentiality • effective team worker • good role model • positive values and ethics • observation skills. <p>Accept any other suitable response.</p>	<p>2</p> <p>AO1=2</p>

3	<p>The practitioners support children’s resilience in the nursery.</p> <p>Explain how Marco can support children’s resilience in the nursery.</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>Analysis to demonstrate understanding of concepts and theories is highly effective, with a discussion that is detailed and relevant.</p> <p>The content selected 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 understanding of concepts and theories is effective, with an explanation that is mostly detailed and relevant.</p> <p>The content selected 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 understanding of concepts and theories is of limited effectiveness, with a discussion that lacks detail and is not always relevant.</p> <p>The content selected 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>Examples of supporting children’s resilience may include:</p> <ul style="list-style-type: none"> • Marco can allow children to take some risks which provides freedom to make some mistakes and learn about consequences • Marco can give children the freedom, time, space, choice, risk and challenge to develop a level of resilience and confidence in their abilities. This freedom will give children the skills they need for lifelong learning and the correct attitudes to never give up or fear to learn or to try • Marco can tune into children’s interests, which is a key element in allowing them to develop in confidence and discover their boundaries • Marco observing children is key to being able to identify children’s behaviours, and the emotion linked to this behaviour is a great starting point to being able to support these children 	Level	Marks	Description	3	5 – 6	<p>Analysis to demonstrate understanding of concepts and theories is highly effective, with a discussion that is detailed and relevant.</p> <p>The content selected shows a wide range of knowledge and understanding and is fully accurate.</p>	2	3 – 4	<p>Analysis to demonstrate understanding of concepts and theories is effective, with an explanation that is mostly detailed and relevant.</p> <p>The content selected shows a range of knowledge and understanding and is mostly accurate.</p>	1	1 – 2	<p>Analysis to demonstrate understanding of concepts and theories is of limited effectiveness, with a discussion that lacks detail and is not always relevant.</p> <p>The content selected shows a limited range of knowledge and understanding, with partial accuracy.</p>		0	No creditworthy material	<p>6</p> <p>AO2=3</p> <p>AO3=3</p>
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	<ul style="list-style-type: none"> • Marco’s strong relationships with the children provide them with higher positive emotions, a sense of personal control and predictability, self-esteem, motivation and optimism • Marco promoting exercise with children strengthens the brain to make it more resilient to stress • Marco nurtures children’s optimism, which has been found to be one of the key characteristics of resilient people • Marco modelling resilience is a powerful way to learn, helping children to see that sadness and disappointment are all very normal human experiences. <p>Accept other suitable responses.</p>	
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4	<p>Marco will follow the settling-in policy to support the children joining the nursery next term.</p> <p>Describe two (2) other policies Marco must follow to support children in the nursery.</p> <p>Award one mark for a relevant policy identified and one mark for a description of the policy. (2x2)</p> <p>For example:</p> <ul style="list-style-type: none"> • healthy eating policy (1) the policy ensures children are offered healthy snacks, drinks and meals in the setting which supports a healthy lifestyle (1) • medication policy (1) the policy ensures medication can be administered in school hours wherever possible which supports the child to continue to attend nursery whilst taking medication (1) • equality and diversity policy (1) the policy supports children to develop respect for themselves and for others and build on the strengths of children and young people from all cultures, religions, gender, age, sexual orientation, ability and backgrounds (1) • safeguarding policy (1) the policy ensures commitment to protecting all children; the more detailed policies and procedures in organisations will be put in place to keep children safe and respond to child protection concerns (1) • health and safety policy (1) the policy is in place to protect children which includes procedures for identifying, reporting and dealing with accidents, hazards and faulty equipment (1) • behaviour management policy (1) this policy supports the way in which all members of the nursery can work together in a supportive way. It aims to promote an environment for the child in which everyone feels happy, safe and secure (1). <p>NB Do not accept the transition/settling-in policy as this is given in the question.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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	Accept any other suitable response.	
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5 (a)	<p>Identify and describe two (2) ways Marco can support children’s transition to the nursery.</p> <p>Award one mark for accurate identification of a way and one mark for a description linked to supporting children during transition to the nursery (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • Marco can arrange regular visits to the nursery (1) this ensures that children are familiar with the setting and feel comfortable in their new surroundings (1) • Marco can read stories about transitions (1) this ensures that children have an understanding about what a nursery environment is and what happens on a day-to-day basis (1) • Marco can meet with parents/carers (1) this ensures the parents/carers feel supported by the nursery staff and then they can explain to the child what the nursery will be like (1) • using children’s own interests (1) children will feel important and valued and comfortable in the nursery (1) • buddying-up children (1) children can be supported by other children from the nursery, making them feel comfortable (1) • Marco can talk with children (1) ensuring children can discuss any fears or anxiety about the transition (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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5 (b)	<p>Identify two (2) other transitions children may experience.</p> <p>Award one mark for each transition identified, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • the birth of a new baby • a death in the family • divorce • new marriage • adoption. <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p>
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6	<p>Continuing Professional Development (CPD) is the responsibility of all childcare practitioners.</p> <p>Identify two (2) ways Marco could undertake Continuing Professional Development and describe how each way supports professional development.</p> <p>Award one mark for the identification of a way to undertake continuing professional development and one mark for a description of how the way supports professional development (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • training courses (1) would enable Marco to develop his childcare skills and knowledge which will improve his practice (1) • peer mentoring (1) ensures good practice and standardisation between staff. Marco can share good practice and receive peer feedback on his teaching and learning, whilst learning new skills (1) • team teaching (1) Marco can work with other practitioners to work together to develop skills for working with children and developing resources (1) • sharing ideas and resources (1) enables Marco to share his own ideas with other practitioners to create a bank of resources to enhance children’s learning and development (1) • standardisation (1) Marco will standardise work and resources with other practitioners in the setting to ensure continuity and level of learning is of equal quality across the nursery. <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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7(a)	<p>State two (2) reasons why it is important that Marco has positive relationships with parents/carers of the nursery children.</p> <p>Award one mark for each accurate reason given regarding the importance of having positive relationships with parents/carers of the nursery children.</p> <p>For example:</p> <ul style="list-style-type: none"> • Marco gaining the trust of parents/carers will ensure they feel comfortable sharing information on their child with him (1) • Marco having information on the child’s health, background and dietary needs will give parents/carers confidence that their child’s individual needs are catered for (1) 	<p>2</p> <p>AO1=2</p>
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	<ul style="list-style-type: none">• Marco sharing information with the parents/carers will ensure that they are kept up to date with their child's progress and feel included (1)• Marco can make parents/carers feel valued by listening to their views and opinions and sharing information regarding the child's learning and development (1)• Marco can ensure that the child understands that the nursery and the parents/carers share information and have positive relationships which helps the child feel safe and secure (1)• Marco can create a shared expectation with parents/carers so that targets can be set for the child's development and learning and behaviour (1). <p>Accept other suitable responses.</p>	
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<p>7 (b)</p>	<p>Describe two (2) ways that Marco can develop positive partnerships with parents/carers of the nursery children.</p> <p>Award one mark for each accurate way that Marco can develop positive partnerships with parents/carers, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Marco can greet parents/carers warmly at drop-off and collection times and take time to discuss their child's progress (1) • Marco can share all information about the child with their parents/carers to ensure they are fully aware of any issues (1) • Marco can have parent/carers evenings to communicate with parents/carers and discuss their child's learning and development (1) • Marco could arrange open days at the nursery for parents/carers to attend. This gives Marco a chance to spend time with parents/carers and develop positive relationships (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p>
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<p>8</p>	<p>Identify two (2) external professionals Marco may need to work with and describe how working with each of these professionals would benefit the children.</p> <p>Award one mark for each external professional identified and one mark for a description of the benefit of this partnership for children (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • health visitor (1) can support Marco to assess the child's growth and development and ensure that any disabilities or special needs are identified early, and strategies can be put in place for support in nursery (1) • speech and language therapist (1) can support Marco to identify speech and language delays/difficulties and to advise practitioners on support strategies to help the child communicate (1) • interpreter (1) will ensure that the child can be involved in learning and can communicate with the staff and other children. Marco can be taught language techniques to support the child in the nursery (1) • social worker (1) can support Marco to assess the individual needs of the child and plan a package of care to support the child and keep the child safe (1) • occupational therapist (1) can help Marco support children with disabilities or medical conditions to be included in activities in everyday practice. Marco can be taught 	<p>4</p> <p>AO1=2 AO2=2</p>
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	<p>techniques to improve children’s cognitive, physical and motor skills (1).</p> <p>Accept other suitable responses.</p>	
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9	<p>Identify three (3) ways Marco can support effective teamwork in the nursery.</p> <p>Award one mark for each way Marco can support effective teamwork in the nursery, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • collaboration with other practitioners and parents/carers (1) • sharing of information with other practitioners (1) • recording and reporting all information on the child (1) • listening to other practitioners’ or parents’/carers’ opinions and views (1) • inclusion of all practitioners in the setting (1) • cooperation with other practitioners and parents/carers (1) • treating parents/carers and other practitioners with respect (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p>
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10	Discuss how Vygotsky’s theory of Zone of Proximal Development (ZPD) informs current early years practice.	12 AO2=6 AO3=6															
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<p>Indicative content</p> <p>Discussion of Vygotsky’s theory of ZPD linked to current practice may include:</p> <ul style="list-style-type: none"> • the zone of proximal development (sometimes abbreviated ZPD), is the difference between what a child can do without help and what he or she can do with help. A practitioner should know what the child is capable of and what skills they need to develop • development will be tracked and monitored to establish which stage they are at in their individual development • playful interaction plays a critical role in children's learning. Through such social interactions in the nursery, children go through a continuous process of learning 																	

	<ul style="list-style-type: none"> • the practitioner with knowledge and skills beyond that of the child (a more knowledgeable other) can support and develop the child’s learning • Vygotsky’s theory of education is the idea that instructions for children must be pitched at the level above the learner’s current stage of development • social interactions with a skilful practitioner allow the child to observe and practise their skills • scaffolding, or supportive activities provided by the practitioner can support the child whilst they learn new skills and knowledge • interaction with peers is an effective way of developing skills and strategies with children • the role of the practitioner is to provide children with experiences which are in their ZPD, thereby encouraging and advancing their individual learning • social interaction with other children plays a critical role in children's learning. Through such social interactions, children go through a continuous process of learning • observing classroom talk and how children interact with each other gives the practitioner the opportunity to observe language and problem-solving skills. <p>Accept other suitable responses.</p>	
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<p>11</p>	<p>Describe two (2) ways Marco can maintain a safe environment in the nursery.</p> <p>Award one mark for each way described related to maintaining a safe environment in the nursery, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Marco would follow the health and safety/safeguarding policies to ensure he understands and adheres to best practice within the setting (1) • Marco would carry out ongoing risk assessments to ensure any potential risk/harm is minimised (1) • Marco would ensure that health and safety procedures are carried out when preparing and handling food to prevent cross contamination (1) • Marco would ensure that practitioners and children maintain good hygiene practice throughout the daily routines to prevent the spread of infection (1) • Marco would contribute to fire and evacuation practices so that he was fully aware of procedures for getting children safely out of the building if required (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p>
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12	<p>Marco will support the development of children in the nursery.</p> <p>Describe two (2) ways that Marco can support children’s cognitive development in the nursery.</p> <p>Award marks for ways that Marco can support children’s cognitive development in the nursery, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Marco can sing songs with the children and encourage them to sing along with him to help promote memory and word identification (1) • Marco can get the children to identify noises that they hear throughout the day (i.e. a bird singing, a car horn, running water or the dishwasher). They will begin to understand how sounds relate to objects in the everyday environment (1) • Marco can encourage counting and identify opportunities throughout the day to practise (1) • Marco can offer choices to children, allowing them to learn and think for themselves. This will help them to feel more independent and learn to make confident decisions that affect their day (1) • Marco can offer play opportunities for children to generate ideas, make links, notice patterns in experience and investigate to make patterns of their world (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p>
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<p>13</p>	<p>Define the term ‘holistic development’ and explain why Marco supports the children’s holistic development.</p> <p>Award one mark for a correct definition of ‘holistic development’.</p> <p>For example:</p> <ul style="list-style-type: none"> • An approach to learning that emphasises the importance of the physical, emotional and psychological well-being of children, particularly in early childhood. <p>Award up to two marks for an explanation linked to why Marco supports the children’s holistic development.</p> <p>For example:</p> <ul style="list-style-type: none"> • Marco must support a holistic development approach to provide children with a safe, interactive and positive environment to support childhood development (1) • Marco must have an understanding of the implications of children's developmental processes in order to meet individual needs as children learn different things at different stages, e.g. walking, talking, fine motor skills etc (1) • Marco needs to support holistic development to engage with the children and they communicate better when they can connect with people they trust (1) • supporting holistic development can build strong relationships with children which improves Marco’s connections between children, parents and other educators (1) • holistic development supports cognitive thinking rather than a simple ‘yes’ or ‘no’ answer and explores their train of thought and sees how their thinking develops (1) • supporting children as they learn at their own pace is an important opportunity to explore their interests in a comfortable, natural environment (1) • Marco must support holistic development to improve the children’s self-confidence and self-awareness to give the child confidence in their own ability and develop a positive sense of themselves (1) • Marco will need to support holistic development to encourage the children to build their independence and sense of achievement as this enhances development (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=1</p> <p>AO3=2</p>
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14 (a)	<p>There is a range of factors that can affect children's development.</p> <p>Give two (2) biological factors and two (2) environmental factors that may affect children's development.</p> <p>Award one mark for each biological factor up to two marks:</p> <p>For example:</p> <ul style="list-style-type: none">• genetics• nutrition• gender• mental health. <p>Award one mark for each environmental factor up to two marks:</p> <p>For example:</p> <ul style="list-style-type: none">• housing• income• employment• education. <p>Accept other suitable responses.</p>	4 AO1=4
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14(b)	Discuss how biological and environmental factors may affect children’s development.	6 AO1=2 AO2=2 AO3=2															
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<p>Indicative content</p> <p>A discussion of how biological and environmental factors affect children’s development may include:</p> <ul style="list-style-type: none"> • diet and nutrition can affect a child’s physical development as diet can determine at what rate a child grows. If a child is fed food that is high in fat this can increase weight gain and affect the health and physical development of the child • children who are underfed will have no energy from a lack of essential nutrients and vitamins and this can affect physical development and growth. Cognitive development may be 																	

	<p>affected as the child may be hungry at nursery and unable to concentrate to learn</p> <ul style="list-style-type: none"> • lifestyle can affect a child’s development. This can be physical development from the type of food a child eats to parents/carers having the money to be able to afford after-school classes to improve health and physical fitness • intellectual development can also be improved through lifestyle, as if parents/carers have a higher income they can afford extra tuition for children or private schools as the child gets older • parents who smoke or take drugs can affect their child’s development. Passive smoking can affect the child’s health and physical development and a parent using drugs can affect the child emotionally as the parent may become distant or violent towards the child • gender can be a factor in cognitive development in that boys tend to develop and learn differently from girls. Research suggests that boys have lower levels of school readiness than girls • genetic conditions can cause physical developmental problems for children that can affect the child’s walking or breathing. Cognitive development of the child can be affected if the genetic condition affects the child’s learning ability. If a child cannot join in activities with their peers due to health issues this can affect their social and emotional development as they may lose their friendships • mental health problems in a child or with a child’s parents/carers can affect the child’s emotional development as they may become anxious or withdrawn or they may develop behavioural problems • mental health can also affect the child’s cognitive development as they may be distracted or may not attend nursery which can in turn affect social development as they may lose friendships • types of housing can affect a child’s development – if the home has damp this can affect the child’s physical development as they can develop breathing problems • if the child lives in a disadvantaged area the parents/carers may not want the child to play outside which can affect the child’s physical, social and emotional development due to the lack of being able to play and make friends • if a child has supportive parents/carers who have a positive attitude towards the child’s education this will enhance the child’s intellectual development, as they will have good attendance at nursery/school. In education the child will develop holistically through making new friends, learning new language skills and developing relationships with other adults. <p>Accept any other suitable response.</p>	
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15	Analyse how Marco’s own beliefs and values could affect his practice when working with children and families in the nursery.	9 AO1=3 AO2=3 AO3=3															
<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;">7 – 9</td> <td> <p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed.</p> <p>Application of knowledge 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> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4 – 6</td> <td> <p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge 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> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1 – 3</td> <td> <p>A limited range of relevant knowledge and understanding is shown but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be several 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> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No creditworthy material</td> </tr> </tbody> </table>			Level	Marks	Description	3	7 – 9	<p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed.</p> <p>Application of knowledge 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 is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge 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 is shown but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be several 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
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<p>Indicative content</p> <p>The analysis of how Marco’s own beliefs and values affect his own practice may include:</p> <ul style="list-style-type: none"> • being honest can influence practice because it encourages trust within the setting and within partnership working • reliability is essential in a nursery setting as practitioners need to be reliable to develop important relationships with the children, other practitioners and parents/carers. Being reliable is also important for attendance at work to ensure 																	

	<p>that the children have continuity and that the ratios are correct</p> <ul style="list-style-type: none"> • being motivated is important in a nursery setting as enthusiasm will encourage the children to get involved in activities, also ensuring that learning is fun and enjoyable • being respectful is essential in a setting as there needs to be positive partnership with all parties involved in the child’s life and positive communication will be encouraged if everyone is respectful to each other • practitioners need to treat everyone with respect and behave consistently towards colleagues, external customers and users of Early Years services, regardless of any religious belief and they cannot judge or impose their own beliefs on others • following policies and procedures within the nursery can ensure that all practitioners are impartial and do not impose their own beliefs on the children and ensure equality and diversity • role-modelling positive behaviour can influence practice by demonstrating honesty and integrity, and respecting confidentiality. Acting as a role model for colleagues will encourage them to strive to develop to their full potential to achieve high performance. Children will model the positive behaviour of the practitioner in the setting • positive partnership supports staff, members, branches, parents/carers and management committees to be a strong voice for children • valuing people appreciates the different abilities, strengths and expertise of different staff or children. This influences practice as all children are individual and need to be valued for their differences, which need to be addressed in planning. <p>Accept any other suitable response.</p>	
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16	<p>Describe two (2) ways Marco can support the children’s independence during care routines.</p> <p>Award one mark for each way Marco can support children’s independence during care routines.</p> <p>For example:</p> <ul style="list-style-type: none"> • Marco can praise the children throughout routines to build their confidence in their own abilities (1) • Marco will need to be patient whilst supporting children’s independence to ensure they are given time to take responsibility for their own needs (1) • Marco will need to support the children to attempt tasks themselves to encourage them to develop resilience (1) • Marco can ensure that aspects of the nursery are suitable to the age and stage of the children, so that children can do tasks such as toileting and handwashing on their own (1) • if a child becomes frustrated whilst attempting a task Marco must encourage and scaffold the development of their skills (1) • Marco should let the children feed themselves and help serve other children during snack time (1) • Marco can make tasks such as putting on coats or shoes enjoyable, and teach the children new techniques to complete tasks themselves (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p>
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17	<p>Describe three (3) ways that Marco can support child-centred practice in the nursery.</p> <p>Award one mark for each way described that Marco can support child-centred practice in the nursery.</p> <p>For example:</p> <ul style="list-style-type: none">• Marco can provide free-flow play opportunities and a range of natural resources so the children can take learning into their own hands (1)• Marco will incorporate the children’s individual needs to make sure that each child is included (1)• Marco can support children to make their own choices which empowers children, making them feel like they can make their own choices (1)• Marco can collaborate with the children in order to incorporate their ideas and interests into planning and provision (1)• Marco can ensure that recording and reporting of information on the child’s individual progress is tracked, making sure that each child’s progress is monitored (1)• Marco will ensure that all children are involved in activities and no one is excluded, and individual needs are met (1). <p>Accept other suitable responses.</p>	3 AO2=3
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18 (a)	<p>Marco understands the importance of forming healthy attachments with children in his care.</p> <p>Using examples, describe three (3) indicators of weak attachment in children.</p> <p>Award one mark for each indicator of a weak attachment, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none">• averse to touch and physical affection, the child will shy away from physical contact and may cry when picked up (1)• avoiding eye contact, a child will not look someone in the eye that they do not have a positive relationship with as they may feel scared or intimidated (1)• crying, children may cry when left alone with someone they do not have an attachment to (1)• poor peer relationships, as children have no experience of positive attachments and they will not understand how to build relationships with peers and may shy away from them or show aggressive behaviour (1)• lack of affection, children will lack confidence in showing affection as they may have never experienced it themselves and don't know how to show affection. If anyone shows them affection they may cry or shy away from it (1). <p>Accept other suitable responses.</p>	3 AO2=3
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<p>18(b)</p>	<p>Explain three (3) ways that weak attachment can impact on children’s holistic development.</p> <p>Award one mark for each relevant impact of weak attachment, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • confidence, weak attachment can affect children’s social and emotional development as they may feel they cannot confide in anyone or share their opinions (1) • sense of belonging, without positive relationships children will lack the skills of communication and building friendships, affecting their emotional development (1) • contentment, children need strong attachments to feel happy and content, without this a child will feel unhappy and unable to communicate these feelings (1) • emotional health, children with weak attachment do not possess the resilience to be able to regulate their feelings or to develop strong bonds (1) • language development, children with no attachments often will not feel confident speaking to people or be able to communicate successfully which can affect their language development (1) • cognitive development can be impacted by weak attachment. Without positive attachment the brain can be affected and the capacity for empathy and compassion towards others may be damaged (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO3=3</p>
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Assessment Objective Grid

Question	AO1	AO2	AO3	Total
Q1	2			2
Q2	2			2
Q3		3	3	6
Q4	2	2		4
Q5a	2	2		4
Q5b	2			2
Q6	2	2		4
Q7a	2			2
Q7b		2		2
Q8	2	2		4
Q9	3			3
Q10		6	6	12
Q11		2		2
Q12		2		2
Q13	1		2	3
Q14a	4			4
Q14b	2	2	2	6
Q15	3	3	3	9
Q16		2		2
Q17		3		3
Q18a		3		3
Q18b			3	3
Total	29	36	19	84