

NCFE CACHE Level 3 Certificate in Preparing to Work in Early Years Education and Care (601/3955/9)

NCFE CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/2147/6)

NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/8438/3)

Assessment code:EYE/SAETime allowed:2 hoursPaper number:Past PaperTime:9.00am - 11.00amAssessment date:Thursday 2 February 20232023

Learner instructions

- Use black or blue ink.
- Answer all guestions.
- Read each question carefully.
- You must write your responses in the spaces provided.
- You may do rough work in this answer book. Cross through any work you do not wish to be marked.
- If you use a supplementary answer booklet, you must add your learner name, learner number and centre number to the front cover of the booklet. Insert your supplementary answer booklet inside this question paper at the end of your test.
- All of the work you submit **must** be your own.

Learner information

- The marks available for each question are shown in brackets.
- The maximum mark for this paper is 100.

Do not turn over until the invigilator tells you to do so.

Please complete / check your details below

Learner Name:		
Centre Name:		
Learner Number:	Centre Number:	





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Answe	er all questions in the spaces provided.		
1	Describe ways that early years practitioners can meet the nutritional needs of children.		
		[15 marks]	





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Explain how early years practitioners support children who have or conditions.	igoing nou
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Give reasons why early years practitioners engage in Conti Development (CPD).	[10 marks]
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4	Discuss factors early years practitioners should consider when planning safe play environments for children.	
	[20 marks	s1
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Discuss reasons why early years practitioners should continuously review the setting's equality policies and procedures.			
setting s equality policies and procedures.	[15 marks		
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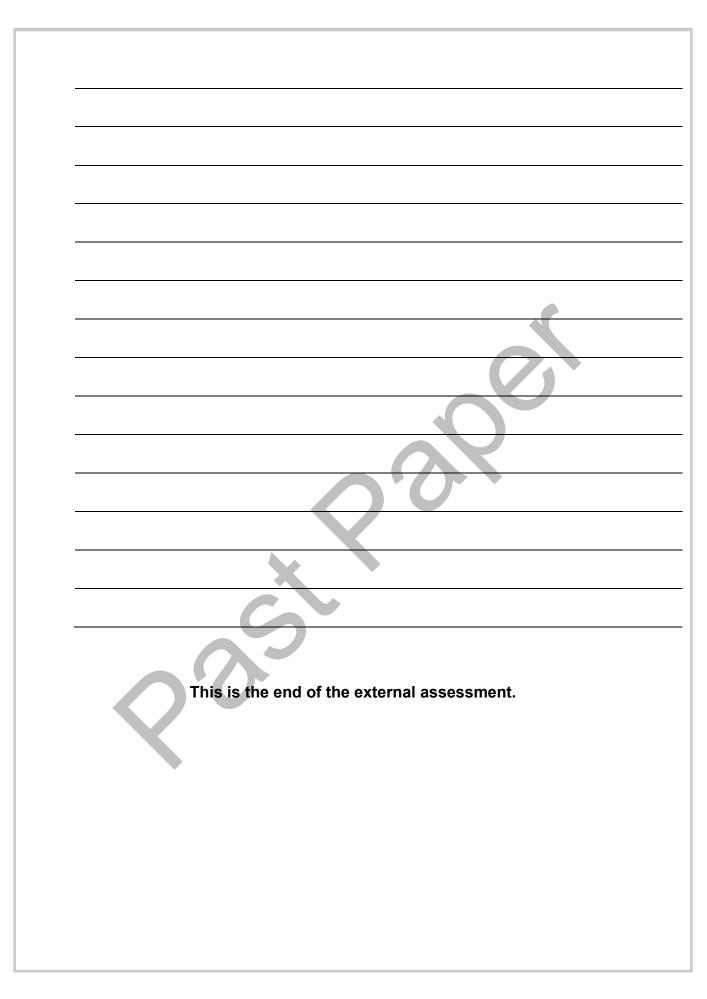




Explain how early years practitioners work in safeguard children.	[20 marks]









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Question	Mark	
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