



**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)**

February 2023

Assessment code: EYESAE

Paper number: P001776

## **Mark Scheme**

v1.0 Post-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 reverse 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>	Recall of knowledge and understanding.
<b>AO2</b>	Application of knowledge and understanding.
<b>AO3</b>	Analysis.
<b>AO4</b>	Evaluation.

Qu	Mark scheme	Total marks
----	-------------	-------------

<b>1</b>	<p><b>Describe ways that early years practitioners can meet the nutritional needs of children.</b></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;">4</td> <td style="text-align: center;">13–15</td> <td>Response shows accuracy and development of knowledge.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">9–12</td> <td>Understanding shown, relevant examples or links to practice may be given.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5–8</td> <td>Mainly correct with some development.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–4</td> <td>Basic recall of knowledge relevant to the question.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p><b>Indicative content:</b></p> <p>Description of ways that early years practitioners can meet the nutritional needs of children may include:</p> <ul style="list-style-type: none"> <li>• understanding what is meant by healthy eating.</li> </ul> <p>Working in partnership with parents and carers to:</p> <ul style="list-style-type: none"> <li>• understand specific dietary needs of individual children</li> <li>• gain information about a child's allergies and intolerances</li> <li>• plan weaning programmes</li> <li>• understand parental dietary preferences</li> <li>• understand cultural and religious requirements.</li> </ul> <p>The role of the practitioner in:</p> <ul style="list-style-type: none"> <li>• planning healthy meals and snacks</li> <li>• taking account of the changing dietary requirements of children as they grow</li> <li>• understanding government guidance on healthy eating</li> <li>• understanding current framework requirements</li> <li>• knowing strategies to encourage healthy eating.</li> </ul> <p>Accept other valid ways.</p>	Level	Marks	Description	4	13–15	Response shows accuracy and development of knowledge.	3	9–12	Understanding shown, relevant examples or links to practice may be given.	2	5–8	Mainly correct with some development.	1	1–4	Basic recall of knowledge relevant to the question.		0	No relevant material.	<p><b>15</b></p> <p><b>A01=15</b></p>
Level	Marks	Description																		
4	13–15	Response shows accuracy and development of knowledge.																		
3	9–12	Understanding shown, relevant examples or links to practice may be given.																		
2	5–8	Mainly correct with some development.																		
1	1–4	Basic recall of knowledge relevant to the question.																		
	0	No relevant material.																		

<b>2</b>	<p><b>Explain how early years practitioners support children who have ongoing health conditions.</b></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;">5</td> <td style="text-align: center;">17–20</td> <td>Accurate application of knowledge with coherent discussion and valid conclusion(s).</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">13–16</td> <td>Response shows development of knowledge and understanding of the subject.  Development may be shown through appropriate links to legislation / initiatives / theory or frameworks or evidence of analysis.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">9–12</td> <td>Understanding mainly correct with some development.  May include views, opinions, or links to practice.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5–8</td> <td>Relevant knowledge shown.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–4</td> <td>Basic knowledge shown; simple statements.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p><b>Indicative content:</b></p> <p>Explanations should show how early years practitioners support children who have ongoing health conditions and may include:</p> <p>Understanding the needs of the child in relation to:</p> <ul style="list-style-type: none"> <li>• food and drink / nutrition</li> <li>• personal care, rest, and sleep</li> <li>• emotional well-being, dignity, and respect</li> <li>• observation, monitoring, and reporting.</li> </ul> <p>The role of the practitioner in:</p> <ul style="list-style-type: none"> <li>• ensuring a clean environment, minimising ill health of other children</li> <li>• storage and administering of medication</li> <li>• partnership working with parents / carers / external professionals to understand the condition</li> <li>• following procedures in the event of the child’s condition worsening</li> <li>• preparing and supporting the child when hospital stay / treatment is planned</li> <li>• following policies and procedures</li> <li>• identifying their own training and development needs</li> <li>• maintaining inclusive practice</li> <li>• ensuring support for self.</li> </ul> <p>Accept other valid explanation.</p>	Level	Marks	Description	5	17–20	Accurate application of knowledge with coherent discussion and valid conclusion(s).	4	13–16	Response shows development of knowledge and understanding of the subject.  Development may be shown through appropriate links to legislation / initiatives / theory or frameworks or evidence of analysis.	3	9–12	Understanding mainly correct with some development.  May include views, opinions, or links to practice.	2	5–8	Relevant knowledge shown.	1	1–4	Basic knowledge shown; simple statements.		0	No relevant material.	<p><b>20</b></p> <p><b>AO2=20</b></p>
Level	Marks	Description																					
5	17–20	Accurate application of knowledge with coherent discussion and valid conclusion(s).																					
4	13–16	Response shows development of knowledge and understanding of the subject.  Development may be shown through appropriate links to legislation / initiatives / theory or frameworks or evidence of analysis.																					
3	9–12	Understanding mainly correct with some development.  May include views, opinions, or links to practice.																					
2	5–8	Relevant knowledge shown.																					
1	1–4	Basic knowledge shown; simple statements.																					
	0	No relevant material.																					

<b>3</b>	<p><b>Give reasons why early years practitioners engage in Continuing Professional Development (CPD).</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">8–10</td> <td>Response shows accurate knowledge and understanding of the subject with depth.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4–7</td> <td>Understanding shown with some development.  May use relevant examples or give links to practice.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–3</td> <td>Basic recall of knowledge relevant to the question.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p><b>Indicative content:</b></p> <p>Description of the responsibility of early years practitioners to engage in Continuing Professional Development (CPD) may include:</p> <ul style="list-style-type: none"> <li>• up-to-date knowledge of curriculum framework</li> <li>• an understanding of all policies and procedures</li> <li>• an awareness of changes in legislation</li> <li>• improvements in their own knowledge</li> <li>• the continued development of their own skills</li> <li>• the ability to support children more effectively</li> <li>• to become a more effective practitioner</li> <li>• to ensure all children’s needs are met</li> <li>• to ensure safe working practice</li> <li>• the opportunity to progress in their own career</li> <li>• contribution to teamwork</li> <li>• effective partnership working.</li> </ul> <p>Accept other valid reasons.</p>	Level	Marks	Description	3	8–10	Response shows accurate knowledge and understanding of the subject with depth.	2	4–7	Understanding shown with some development.  May use relevant examples or give links to practice.	1	1–3	Basic recall of knowledge relevant to the question.		0	No relevant material.	<p><b>10</b></p> <p><b>AO1=10</b></p>
Level	Marks	Description															
3	8–10	Response shows accurate knowledge and understanding of the subject with depth.															
2	4–7	Understanding shown with some development.  May use relevant examples or give links to practice.															
1	1–3	Basic recall of knowledge relevant to the question.															
	0	No relevant material.															

<b>4</b>	<b>Discuss factors early years practitioners should consider when planning safe play environments for children.</b>	<b>20</b> <b>AO3=20</b>																					
<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;">5</td> <td style="text-align: center;">17–20</td> <td>Coherent discussion with reasoned judgements.  Analysis from more than one perspective.</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">13–16</td> <td>Development of knowledge and understanding of the subject.  Development of discussion to include relevant links to legislation / initiative / theory or frameworks.  Evidence of analysis.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">9–12</td> <td>Understanding mainly correct with some development.  May include views, opinions, and / or application to practice.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5–8</td> <td>Relevant knowledge and understanding shown.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–4</td> <td>Basic knowledge shown; simple statements.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>			Level	Marks	Description	5	17–20	Coherent discussion with reasoned judgements.  Analysis from more than one perspective.	4	13–16	Development of knowledge and understanding of the subject.  Development of discussion to include relevant links to legislation / initiative / theory or frameworks.  Evidence of analysis.	3	9–12	Understanding mainly correct with some development.  May include views, opinions, and / or application to practice.	2	5–8	Relevant knowledge and understanding shown.	1	1–4	Basic knowledge shown; simple statements.		0	No relevant material.
Level	Marks	Description																					
5	17–20	Coherent discussion with reasoned judgements.  Analysis from more than one perspective.																					
4	13–16	Development of knowledge and understanding of the subject.  Development of discussion to include relevant links to legislation / initiative / theory or frameworks.  Evidence of analysis.																					
3	9–12	Understanding mainly correct with some development.  May include views, opinions, and / or application to practice.																					
2	5–8	Relevant knowledge and understanding shown.																					
1	1–4	Basic knowledge shown; simple statements.																					
	0	No relevant material.																					
<p><b>Indicative content:</b></p> <p>Discussion of factors practitioners should consider when planning safe play environments for children may include:</p> <ul style="list-style-type: none"> <li>• practitioner support – appropriate to maintain children’s safety</li> <li>• activities – ensuring age- / stage-appropriate activities</li> <li>• physical layout – to allow all children safe access</li> <li>• suitable resources – which are age- / stage-appropriate</li> <li>• hygiene procedures – are well considered and reviewed</li> <li>• policies and procedures – are understood and followed</li> <li>• reporting procedures – to identify patterns of accidents etc</li> <li>• risk assessments – carried out to minimise risk of harm – reviewed as required (new child / change of layout / new equipment etc)</li> <li>• risk and challenge opportunities – offering safe / risk assessed escalating challenges for children</li> <li>• supporting independence – giving children the opportunity to take responsibility and be independent.</li> </ul> <p>Accept other valid discussion.</p>																							

<b>5</b>	<p><b>Discuss reasons why early years practitioners should continuously review the setting’s equality policies and procedures.</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">13–15</td> <td>Evaluation of relevant issues to form a valid conclusion.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">9–12</td> <td>Coherent discussion to include links to legislation / initiatives / theory or frameworks.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5–8</td> <td>Understanding mainly correct with some development.  May include valid views, opinions and / or application to practice.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–4</td> <td>Basic knowledge shown relevant to the question.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p><b>Indicative content:</b></p> <p>Discussion of reasons why early years practitioners should continuously review the setting’s equality policies and procedures may include:</p> <ul style="list-style-type: none"> <li>• to ensure practitioners are adhering to their own professional responsibilities</li> <li>• to ensure practitioners are aware of, and adhere to regulatory changes within the curriculum framework</li> <li>• to ensure changes to legislation or advice is implemented into policies / procedures</li> <li>• to ensure equality and inclusive practice in the setting meets current statutory requirements</li> <li>• to reduce barriers and inequalities between individuals and best support inclusive practice</li> <li>• to ensure potential for unintended inequality or exclusion is recognised and eradicated</li> <li>• when a situation has arisen within the setting which highlights shortfalls in current policies and procedures</li> <li>• to identify when further training / Continuing Professional Development (CPD) is required</li> <li>• to promote positive partnership with parents / carers, through informed practice.</li> </ul> <p>Accept other valid discussion.</p>	Level	Marks	Description	4	13–15	Evaluation of relevant issues to form a valid conclusion.	3	9–12	Coherent discussion to include links to legislation / initiatives / theory or frameworks.	2	5–8	Understanding mainly correct with some development.  May include valid views, opinions and / or application to practice.	1	1–4	Basic knowledge shown relevant to the question.		0	No relevant material.	<p><b>15</b></p> <p><b>AO4=15</b></p>
Level	Marks	Description																		
4	13–15	Evaluation of relevant issues to form a valid conclusion.																		
3	9–12	Coherent discussion to include links to legislation / initiatives / theory or frameworks.																		
2	5–8	Understanding mainly correct with some development.  May include valid views, opinions and / or application to practice.																		
1	1–4	Basic knowledge shown relevant to the question.																		
	0	No relevant material.																		



<b>6</b>	<b>Explain how early years practitioners work in partnership with parents and carers to safeguard children.</b>	<b>20</b> <b>AO2=20</b>																					
<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;">5</td> <td style="text-align: center;">17–20</td> <td>Accurate application of knowledge with coherent discussion and valid conclusion(s).</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">13–16</td> <td>Response shows development of knowledge and understanding of the subject.  Development may be shown through appropriate links to legislation / initiatives / theory or frameworks or evidence of analysis.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">9–12</td> <td>Understanding mainly correct with some development.  May include views, opinions, or links to practice.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5–8</td> <td>Relevant knowledge shown.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–4</td> <td>Basic knowledge shown; simple statements.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table>			Level	Marks	Description	5	17–20	Accurate application of knowledge with coherent discussion and valid conclusion(s).	4	13–16	Response shows development of knowledge and understanding of the subject.  Development may be shown through appropriate links to legislation / initiatives / theory or frameworks or evidence of analysis.	3	9–12	Understanding mainly correct with some development.  May include views, opinions, or links to practice.	2	5–8	Relevant knowledge shown.	1	1–4	Basic knowledge shown; simple statements.		0	No relevant material.
Level	Marks	Description																					
5	17–20	Accurate application of knowledge with coherent discussion and valid conclusion(s).																					
4	13–16	Response shows development of knowledge and understanding of the subject.  Development may be shown through appropriate links to legislation / initiatives / theory or frameworks or evidence of analysis.																					
3	9–12	Understanding mainly correct with some development.  May include views, opinions, or links to practice.																					
2	5–8	Relevant knowledge shown.																					
1	1–4	Basic knowledge shown; simple statements.																					
	0	No relevant material.																					
<p><b>Indicative content:</b></p> <p>Explanation of how early years practitioners work in partnership with parents and carers to safeguard children may include:</p> <ul style="list-style-type: none"> <li>• policies and procedures are shared with parents / carers, so they understand the procedures if concerns arise</li> <li>• transparent approach to safeguarding ensures awareness of policy and procedures</li> <li>• concerns raised sensitively with parents / carers</li> <li>• action is taken promptly if a child is deemed at immediate risk – by either the parent / carer or practitioners</li> <li>• through maintaining confidentiality</li> <li>• ensuring parents / carers have confidence in the practitioners</li> <li>• the sharing of information between parents / carers and practitioners</li> <li>• concerns shared are quickly dealt with or reported</li> <li>• parents / carers are made aware of the sharing of sensitive information on a need-to-know basis</li> <li>• clear policy that supports parental / practitioner relationships</li> <li>• offering a supportive approach to parental issues / needs</li> <li>• practitioners sharing concerns with parents / carers promptly.</li> </ul> <p>Accept other valid explanations.</p>																							

### Assessment Objective Grid

Question	AO1	AO2	AO3	AO4	Total
1	15				15
2		20			20
3	10				10
4			20		20
5				15	15
6		20			20
<b>Total</b>	<b>25</b>	<b>40</b>	<b>20</b>	<b>15</b>	<b>100</b>