



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

October 2020

Assessment code: TACDC

Paper number: Past Paper

## **Mark Scheme**

v1.1 Pre-standardisation

This mark scheme has been written by the Assessment Writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective(s) and total mark for each question.

## Marking guidelines

### *General guidelines*

You must apply the following marking guidelines to all marking undertaken throughout the marking period. This is to ensure fairness to all learners, who must receive the same treatment. You must mark the first learner in exactly the same way as you mark the last.

- The mark scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the front of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your Team Leader or the Chief Examiner.

### *Guidelines for using extended response marking grids*

Extended response marking grids have been designed to award a learner's response holistically and should follow a best-fit approach. The grids are broken down into levels, with each level having an associated descriptor indicating the performance at that level. You should determine the level before determining the mark.

When determining a level, you should use a bottom up approach. If the response meets all the descriptors in the lowest level, you should move to the next one, and so on, until the response matches the level descriptor. Remember to look at the overall quality of the response and reward learners positively, rather than focussing on small omissions. If the response covers aspects at different levels, you should use a best-fit approach at this stage, and use the available marks within the level to credit the response appropriately.

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare to live responses, to decide if it is the same, better or worse.

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

## Assessment objectives

This unit requires learners to:

<b>A01</b>	Recall knowledge and show understanding.
<b>A02</b>	Apply knowledge and understanding.
<b>A03</b>	Analyse and evaluate knowledge and understanding.

Qu	Mark scheme	Total marks
1(a)	<p><b>Noah is aged 12 months and Sarah is returning to work.</b></p> <p><b>Identify two (2) childcare settings that Noah could attend.</b></p> <p>Award one mark for each correct childcare setting that Noah could attend, up to a maximum of 2 marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• childminder’s home</li> <li>• private day nursery</li> <li>• crèche.</li> </ul> <p>Accept other accurate responses.</p>	<p><b>2</b></p> <p><b>AO1=2</b></p>
1(b)	<p><b>Choose one (1) of the childcare settings you identified in 1(a).</b></p> <p><b>Describe two (2) ways that attending this setting at 12 months of age could support Noah’s physical development.</b></p> <p>Award one mark for each relevant way that attending this setting at 12 months of age could support Noah’s physical development.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• provides a daily routine that gives Noah the opportunity to go outside for fresh air (1)</li> <li>• provides small toys such as building blocks during free play so that Noah can develop his fine motor skills (1)</li> <li>• provides healthy nutritious finger food at snack and meal times that Noah can eat and enjoy (1)</li> <li>• provides opportunities for physical exercise and movement such as tunnels that Noah can crawl through (1)</li> <li>• provides daily opportunities for Noah to rest and sleep, such as nap time (1)</li> <li>• provides a range of push-and-pull toys that encourage Noah’s physical movement (1).</li> </ul> <p>Accept other accurate responses.</p>	<p><b>2</b></p> <p><b>AO2=2</b></p>

<b>2</b>	<p><b>Early years workers will support Noah’s holistic development.</b></p> <p><b>Complete the table by identifying the correct definition for each area of child development.</b></p> <p>Award one mark for identification of each correct definition indicated in the table, up to a maximum of two marks.</p>		<b>2</b>
	<b>Area of child development</b>	<b>Definition number</b>	
	Intellectual development	<b>C:</b> Development of memory, imagination and problem-solving.	
	Emotional development	<b>A:</b> Development of self-esteem, self-concept and feelings.	

<b>3 (a)</b>	<p><b>Explain why the early years worker will observe Noah during his transition to the new setting.</b></p>		<b>6</b>
			<b>AO2=3</b>
			<b>AO3=3</b>
	<b>Level</b>	<b>Marks</b>	<b>Description</b>
	3	5–6	<p>Application of knowledge of why the early years worker will observe Noah during his transition is appropriate and accurate and shows clear understanding to the context.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>
	2	3–4	<p>Application of knowledge of why the early years worker will observe Noah during his transition is mostly appropriate, showing some clear understanding to the context. 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	1–2	<p>Application of knowledge of why the early years worker will observe Noah during his transition may show a lack of understanding to the context. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. Links may be made but are often inappropriate.</p>
		0	No creditworthy material.
	<p><b>Indicative content</b></p> <p>Explanation of why the early years worker will observe Noah during transition may include:</p>		

	<ul style="list-style-type: none"> <li>• helps the early years worker find out about Noah’s current stage of development in order to plan appropriate future learning opportunities</li> <li>• enables the early years worker to adapt and change settling in procedures following observation to fully support Noah’s well-being</li> <li>• gives opportunities for the early years worker to find out about individual interests and learning preferences to then plan appropriate learning experiences suited to Noah</li> <li>• provides opportunities for the early years worker to look more closely at what may be causing emotional distress during the transition process and inform changes to practice and procedures</li> <li>• helps the early years worker gather evidence to share with Noah’s mother regarding how Noah is settling into the setting</li> <li>• offers the early years worker the chance to reflect on their practice and better support Noah’s needs</li> <li>• ensures that the early years worker can obtain information and knowledge of any triggers that may be causing behavioural changes in Noah</li> <li>• information gained can help the early years worker plan the environment so that it is suitable and supportive for Noah.</li> </ul> <p>Accept other accurate responses.</p>	
<p><b>3 (b)</b></p>	<p><b>Name four (4) methods of observation that early years workers could use to assess Noah’s development.</b></p> <p>Award one mark for each relevant method of observation named, up to a maximum of four marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• checklist (1)</li> <li>• diary entry (1)</li> <li>• magic moments (1)</li> <li>• media/technology (1)</li> <li>• narrative (1)</li> <li>• post-its (1)</li> <li>• snapshot (1).</li> </ul> <p>Accept other accurate responses.</p>	<p><b>4</b></p> <p><b>AO1=4</b></p>
<p><b>3(c)</b></p>	<p><b>Starting at a new setting is an example of a transition that Noah aged 12 months is experiencing.</b></p> <p><b>Identify two (2) other transitions that Noah could experience at around 12 months and describe how each transition could affect his development.</b></p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>

	<p>Award one mark for each relevant transition and one mark for each description of how the transition could affect Noah’s development.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• new baby in the family (1) Noah regresses to a behaviour that is usually shown by a younger child (1)</li> <li>• moving house (1) Noah experiences anxiety which stops him from joining in activities (1)</li> <li>• bereavement (1) Noah becomes withdrawn which stops him taking part in learning activities (1)</li> <li>• divorce (1) Noah changes how he reacts to situations and becomes aggressive towards others (1)</li> <li>• going into hospital (1) Noah becomes insecure and clingy not wanting to leave mum (1)</li> <li>• moving from cot to a bed (1) Noah becomes unsettled and seeks extra attention (1).</li> </ul> <p>Accept other accurate responses.</p>	
<p><b>4</b></p>	<p><b>Describe two (2) settling-in procedures that will support Noah’s transition to the new setting.</b></p> <p>Award one mark for each settling-in procedure that will support Noah’s transition to the new setting.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• provide books about starting the new setting for parents to borrow and read at home with Noah (1)</li> <li>• Noah’s mother can stay at the setting for a period of time until he seems settled (1)</li> <li>• allowing Noah to bring a comfort object with him such as a familiar soft toy (1)</li> <li>• providing a gradual start by attending for a few hours at first then building up to a longer stay (1).</li> </ul> <p>Accept other accurate responses.</p>	<p><b>2</b></p> <p><b>AO2=2</b></p>
<p><b>5</b></p>	<p><b>Explain how each factor listed below could affect a child’s development:</b></p> <ol style="list-style-type: none"> <li><b>1. poverty</b></li> <li><b>2. illness.</b></li> </ol> <p>Award one mark for how poverty could affect a child’s development and a further mark for how illness could affect a child’s development.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• poverty - children may not have access to a healthy diet which results in health conditions such as anaemia developing, this can affect energy levels (1)</li> </ul>	<p><b>2</b></p> <p><b>AO3=2</b></p>

	<ul style="list-style-type: none"> <li>poverty - children may not be able to attend extracurricular activities which limits their understanding of the world and the range of experiences they have (1)</li> <li>illness - having a temporary hearing loss caused by glue ear could mean that a child cannot hear other children clearly and then feel unable to communicate which affects development of friendships (1)</li> <li>illness - reduced attendance at school could cause the child to miss out on learning opportunities which results in not learning important concepts (1).</li> </ul> <p>Accept other accurate responses.</p>	
<p><b>6</b></p>	<p><b>Identify two (2) activities to promote Noah’s fine motor skills and describe how each activity promotes Noah’s fine motor skills.</b></p> <p>Award one mark for identification of each activity and one mark for the description of how the activity promotes Noah’s fine motor skills.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>building with wooden building blocks (1) Noah will have the opportunity to practise his hand-eye coordination when placing blocks on top of each other while building (1)</li> <li>stacking cups (1) Noah will engage in the opportunity to use palmar and pincer grasps when picking up and stacking cups (1)</li> <li>finger rhymes (1) Noah will have the chance to develop pointing and coordination of fingers when joining in with simple finger rhymes (1)</li> <li>ball games (1) Noah can be encouraged to pick up and pass a small ball from hand to hand or to the early years worker developing his palmer grip and hand release skills (1)</li> <li>exploring books (1) Noah can be encouraged to begin to turn pages and develop use of the immature pincer grasp (1)</li> <li>encourage self-feeding (1) Noah will have the opportunity to develop grasping objects between his thumb and finger and transferring food from one hand to the other (1).</li> </ul> <p>Accept other accurate response.</p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>
<p><b>7</b></p>	<p><b>Describe two (2) ways that singing rhymes and songs promotes Noah’s development.</b></p> <p>Award one mark for each relevant description of the ways that singing rhymes and songs promotes Noah’s development.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>singing can introduce new words that Noah may not have heard before, extending his vocabulary (1)</li> </ul>	<p><b>2</b></p> <p><b>AO2=2</b></p>



	<ul style="list-style-type: none"> <li>• when listening to rhymes and songs Noah will be focused on one activity, developing concentration (1)</li> <li>• number or counting songs will introduce Noah to basic mathematical concepts such as more/less (1)</li> <li>• singing songs/rhymes over and over again aids repetition which will help Noah pronounce words (1)</li> <li>• singing out loud releases feel-good hormones called endorphins that will support Noah’s emotional development (1)</li> <li>• singing will strengthen Noah’s lips and tongue muscles which will encourage clear speech (1)</li> <li>• singing can teach Noah about creative language and rhyme (1)</li> <li>• singing can build up memory, as Noah recalls lyrics and tunes (1)</li> <li>• action songs develop Noah’s coordination, gross and fine motor skills (1).</li> </ul> <p>Accept other accurate responses.</p>	
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<b>8</b>	<p><b>Chloe is 4 years old and goes to nursery school five mornings each week.</b></p> <p><b>Discuss ways that everyday routines at the nursery school support Chloe’s healthy development.</b></p> <table border="1" data-bbox="292 1095 1241 2054"> <thead> <tr> <th data-bbox="292 1095 405 1137">Level</th> <th data-bbox="405 1095 539 1137">Marks</th> <th data-bbox="539 1095 1241 1137">Description</th> </tr> </thead> <tbody> <tr> <td data-bbox="292 1137 405 1688" style="text-align: center;">3</td> <td data-bbox="405 1137 539 1688" style="text-align: center;">7–9</td> <td data-bbox="539 1137 1241 1688"> <p>A wide range of relevant knowledge and understanding regarding the ways that everyday routines at the nursery school support Chloe’s healthy development is shown, which is accurate and detailed.</p> <p>Application of knowledge regarding the ways that everyday routines at the nursery school support Chloe’s healthy development 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 data-bbox="292 1688 405 2054" style="text-align: center;">2</td> <td data-bbox="405 1688 539 2054" style="text-align: center;">4–6</td> <td data-bbox="539 1688 1241 2054"> <p>A range of relevant knowledge and understanding regarding the ways that everyday routines at the nursery school support Chloe’s healthy development is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge regarding the ways that everyday routines at the nursery school support Chloe’s healthy development is mostly</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3	7–9	<p>A wide range of relevant knowledge and understanding regarding the ways that everyday routines at the nursery school support Chloe’s healthy development is shown, which is accurate and detailed.</p> <p>Application of knowledge regarding the ways that everyday routines at the nursery school support Chloe’s healthy development is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>	2	4–6	<p>A range of relevant knowledge and understanding regarding the ways that everyday routines at the nursery school support Chloe’s healthy development is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge regarding the ways that everyday routines at the nursery school support Chloe’s healthy development is mostly</p>	<b>9</b>  <b>AO1=3</b> <b>AO2=3</b> <b>AO3=3</b>
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		<p>appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p>
1	1–3	<p>A limited range of relevant knowledge and understanding regarding the ways that everyday routines at the nursery school support Chloe’s healthy development is shown, but is often fragmented.</p> <p>Application of knowledge of the ways that everyday routines at the nursery school support Chloe’s healthy development is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>
	0	No creditworthy material

**Indicative content**

Discussion of ways that everyday routines at the nursery school support Chloe's healthy development may include:

- a daily routine which includes going outside to play on climbing equipment can support healthy development of Chloe's muscles, coordination and balance when using play equipment. Being outside provides an opportunity for Chloe to benefit from vitamin D from the sun
- healthy snack and meal times during the session supports Chloe's healthy development by providing food which is rich in nutrients which will aid Chloe's growth and physical development. Chloe's body will have the capacity to fight off illnesses because she is well nourished
- providing time to rest will ensure that the child's body rests and restoration occurs. This is vital in restoring energy so that Chloe can then enjoy playing and learning
- handwashing will help prevent the spread of infection and avoid Chloe becoming unwell which will cause pain and discomfort
- a daily routine which is consistently the same will help Chloe feel secure which will support her sense of emotional security and well-being.

Accept other accurate responses,

<p><b>9</b></p>	<p><b>Describe ways that the early years worker promotes Chloe's independence:</b></p> <p><b>a. during meal times</b></p> <p><b>b. when Chloe is getting dressed for outdoor play.</b></p> <p>Award one mark for each description of ways that the early years worker promotes Chloe's independence during the identified routine.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• meal times - ensure that Chloe is not rushed by giving her plenty of time to tidy away (1)</li> <li>• meal times - provide serving bowls where Chloe can choose portion size and type of food (1)</li> <li>• meal times - having a self-service snack bar for Chloe to access when she is ready to eat (1)</li> <li>• getting dressed - provide praise and encouragement when Chloe tries to complete tasks without support (1)</li> <li>• getting dressed - be patient and don't step in too quickly to offer help. Give Chloe the chance to persevere (1)</li> <li>• getting dressed - lay out clothes so Chloe can lift them on the right way round or give Chloe the chance to do part of the dressing process (1).</li> </ul> <p>Accept other accurate responses.</p>	<p><b>2</b></p> <p><b>AO2=2</b></p>
<p><b>10</b></p>	<p><b>The early years workers are planning a trip to the park for Chloe and the rest of the nursery children.</b></p> <p><b>Identify three (3) safety hazards that could cause harm to the children during the trip to the park.</b></p> <p>Award one mark for each safety hazard that could cause harm to the children during the trip to the park.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• strangers (1)</li> <li>• busy roads (1)</li> <li>• animal mess (1)</li> <li>• getting lost (1)</li> <li>• open water (1)</li> <li>• falling from a height (1)</li> <li>• broken glass (1)</li> <li>• broken play equipment (1).</li> </ul> <p>Accept other accurate responses.</p> <p><b>NB</b> Only award for safety hazards which could be encountered during the journey or at a park.</p>	<p><b>3</b></p> <p><b>AO1=3</b></p>

<p><b>11</b></p>	<p><b>Describe two (2) different ways that the early years worker can be a positive role model for hygiene in the nursery school.</b></p> <p>Award one mark for each way that the early years workers can be a positive role model for hygiene in the nursery school, up to a maximum of two marks.</p> <p>For example, early years workers should:</p> <ul style="list-style-type: none"> <li>• always wash their hands correctly before serving food during meal and snack time (1)</li> <li>• cover their mouth/nose when coughing or sneezing, preferably using a tissue (1)</li> <li>• wash their hands with soap and correctly dry after using the toilet (1)</li> <li>• not share cups or cutlery used by others when eating with children (1)</li> <li>• not share, take or taste any of the food on children’s plates (1)</li> <li>• not test food temperature by tasting with their finger, blowing or taking a bite (1)</li> <li>• wash hands correctly before carrying out cooking activities with children (1)</li> <li>• wash hands or if water is not available use an antibacterial hand gel after handling animals (1).</li> </ul> <p>Accept other accurate responses.</p>	<p><b>2</b></p> <p><b>AO2=2</b></p>
<p><b>12</b></p>	<p><b>The early years workers provide activities for the children.</b></p> <p><b>Identify two (2) activities to promote Chloe’s intellectual development and describe how each activity promotes Chloe’s intellectual development.</b></p> <p>Award one mark for identification of each activity and one mark for the description of how the activity promotes Chloe’s intellectual development.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• water play (1) using cups, Chloe will fill large containers helping develop her counting skills (1)</li> <li>• sand play (1) when digging to find shapes placed in the sand Chloe can learn the names of 2D shapes (1)</li> <li>• baking cakes (1) Chloe can weigh ingredients using a scale, helping her develop an understanding of weight and measure (1)</li> <li>• clay with tools (1) Chloe will engage in language such as more or less when sharing out clay which will help her develop an understanding of quantity (1)</li> <li>• lotto game (1) Chloe can match picture cards developing an understanding of similarities and differences (1)</li> </ul>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>

	<ul style="list-style-type: none"> <li>• listening to a story (1) Chloe will answer questions about the story, developing memory (1)</li> <li>• printing with potato stamps (1) Chloe will create a picture using creative thought and ideas (1)</li> <li>• role play (1) Chloe will create a scenario in her play which will develop imagination (1).</li> </ul> <p>Accept other accurate responses.</p>	
<p><b>13</b></p>	<p><b>Chloe enjoys using the laptop and tablet in the nursery class.</b></p> <p><b>Describe two (2) ways that early years workers can keep children safe when using technology in the nursery class.</b></p> <p>Award one mark for each way that early years workers can keep the nursery children safe when using technology, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• provide supervision so that children only access suitable material (1)</li> <li>• position technology in a place where the activity can be monitored regularly (1)</li> <li>• ensure games, applications or resources are age-appropriate (1)</li> <li>• talk to children about the potential dangers and how children can seek support (1)</li> <li>• limit screen time with timers to ensure safe usage (1)</li> <li>• apply 'parental' type controls on all devices (1)</li> <li>• battery covers should be screwed in place and batteries made inaccessible to children (1)</li> <li>• adjust monitors so the centre sits at eye level (1)</li> <li>• encourage children not to sit in or stare directly at a data projector beam (1)</li> <li>• move water and drinks away from electronic devices (1).</li> </ul> <p>Accept other accurate responses.</p>	<p><b>2</b></p> <p><b>AO2=2</b></p>

<b>14</b>	<p><b>The early years workers promote inclusion in the nursery.</b></p> <p><b>Explain how early years workers can promote inclusive play in the nursery.</b></p>	<p><b>6</b></p> <p><b>AO3=6</b></p>															
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<p><b>Indicative content</b></p> <p>Explanation of ways that early years workers can promote inclusive play may include:</p> <ul style="list-style-type: none"> <li>• attitudes should be positive and both boys and girls should be encouraged to play with activities of their choosing rather than those that fit a gender stereotype</li> <li>• when religious or cultural clothing is worn, early years workers must ensure that they create adaptations to the activity so that clothing does not prevent children joining in</li> <li>• swap equipment or make adjustments to equipment such as providing left-handed scissors so that all children can join in</li> <li>• ensure that children using wheelchairs or walking frames can fully physically participate by ensuring that tables are at the right height or areas in the setting are accessible to all</li> </ul>																	

	<ul style="list-style-type: none"> <li>• make sure that play materials reflect different cultures so that children can identify with the resources provided</li> <li>• simplify instructions and explanations given to children so that all children understand equally</li> <li>• challenge discrimination or negative comments from other children so that all children feel comfortable and included</li> <li>• provide play materials that reflect society positively and without stereotypical images.</li> </ul> <p>Accept other accurate responses.</p>	
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<b>15</b>	<p><b>The early years workers promote equality and diversity in the nursery.</b></p> <p><b>Complete the table by identifying the correct definition for each term.</b></p> <p>Award one mark for each accurate definition, up to a maximum of three marks.</p>	<b>3</b>	<b>AO1=3</b>						
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Diversity</td> <td><b>D:</b> Individual differences in cultures, values, beliefs and attitudes.</td> </tr> <tr> <td>Equality</td> <td><b>A:</b> Making sure that everyone has a chance to take part fairly.</td> </tr> <tr> <td>Discrimination</td> <td><b>C:</b> Treating a person less fairly than others.</td> </tr> </table>	Diversity	<b>D:</b> Individual differences in cultures, values, beliefs and attitudes.	Equality	<b>A:</b> Making sure that everyone has a chance to take part fairly.	Discrimination	<b>C:</b> Treating a person less fairly than others.		
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<b>16a</b>	<p><b>Name three (3) policies early years workers must follow when working in the nursery school.</b></p> <p>Award one mark for identification of a relevant policy early years workers must follow, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• food and drink policy (1)</li> <li>• confidentiality policy (1)</li> <li>• arrival and departure policy (1)</li> <li>• work placement policy (1)</li> <li>• health and safety policy (1)</li> <li>• safeguarding policy (1)</li> <li>• hygiene policy (1).</li> </ul> <p>Accept other accurate responses.</p> <p><b>NB: do not accept titles of legislation in response to this question.</b></p>	<b>3</b>	<b>AO1=3</b>
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<b>16b</b>	<b>Discuss why early years workers must work as a team in a childcare setting.</b>	<b>6</b>															
	<b>AO3=6</b>																
	<table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5–6</td> <td> <p>Application of knowledge of why early years workers must work as a team in a childcare setting is appropriate and accurate and shows clear understanding to the context.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td>2</td> <td>3–4</td> <td> <p>Application of knowledge of why early years workers must work as a team in a childcare setting is mostly appropriate, showing some clear understanding to the context. 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>1</td> <td>1–2</td> <td> <p>Application of knowledge of why early years workers must work as a team in a childcare setting may show a lack of understanding to the context. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>No creditworthy material</td> </tr> </tbody> </table>	Level	Marks	Description	3	5–6	<p>Application of knowledge of why early years workers must work as a team in a childcare setting is appropriate and accurate and shows clear understanding to the context.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>	2	3–4	<p>Application of knowledge of why early years workers must work as a team in a childcare setting is mostly appropriate, showing some clear understanding to the context. 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	1–2	<p>Application of knowledge of why early years workers must work as a team in a childcare setting may show a lack of understanding to the context. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. Links may be made but are often inappropriate.</p>		0	No creditworthy material	
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	<p><b>Indicative content</b></p> <p>Discussion regarding why early years workers must work as a team in a childcare setting may include:</p> <ul style="list-style-type: none"> <li>• when working with others, ideas can be shared and early years workers can provide the best opportunities for children</li> <li>• problems that may occur can be solved more quickly because everyone has a different perspective or previous experience to share</li> <li>• workload can be shared, helping tasks to be completed more quickly</li> <li>• avoids duplication of tasks and increases productivity</li> <li>• children and parents experience a consistent approach when everyone in the team works together</li> <li>• experience of early years workers can be shared to give confidence to less experienced early years workers</li> <li>• teammates can provide emotional support and a listening ear when the day has not gone to plan</li> </ul>																

	<ul style="list-style-type: none"> <li>• if a child’s behaviour is challenging, a team member could offer ideas or insight on how practice could be developed</li> <li>• each early years worker has their strengths and weaknesses which, when in a team, can complement each other and best support children and families</li> </ul> <p>Accept other accurate responses.</p>	
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<p><b>17</b></p>	<p><b>Explain two (2) reasons why early years workers must supervise children during outdoor play.</b></p> <p>Award one mark for each reason why early years workers must supervise children during outdoor play, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• children may have not yet developed the full ability to assess all risks and therefore need supervision and support to ensure that they do not engage in unsafe or risky activities (1)</li> <li>• children’s physical skills may not be sufficiently developed to use equipment safely which may result in a greater chance of injury or frustration occurring (1)</li> <li>• children may have not developed the ability to judge speed and may make unsafe choices when playing, resulting in physical injury (1)</li> <li>• children may have not developed an awareness of how others may feel and may respond unkindly or inappropriately towards others resulting in emotional upset (1)</li> <li>• equipment may become damaged during use and if this goes unnoticed may cause an accident and then physical injury to the child (1)</li> <li>• children may have not developed the ability to play cooperatively with other children which could cause disagreements, leading to arguments or fights between children, resulting in physical injury and emotional upset (1)</li> <li>• opportunities for learning and development could go unnoticed which may result in children missing out on valuable potential learning or development (1).</li> </ul> <p>Accept other accurate responses.</p>	<p><b>2</b></p> <p><b>AO3=2</b></p>
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<p><b>18</b></p>	<p><b>Early years workers should understand the responsibilities and limits of their role.</b></p> <p><b>Describe two (2) situations that may occur at the childcare setting that early years workers should report to a senior worker at the setting.</b></p> <p>Award one mark for description of each situation, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• observation of physical signs on the child’s body that indicate abuse (1)</li> <li>• a child tells the early years worker they have experienced a dangerous situation at home (1)</li> <li>• worries that a child is not making developmental progress (1)</li> <li>• observations regarding child’s health such as a rash (1)</li> <li>• concerns regarding a child’s well-being such as a child being consistently withdrawn (1)</li> <li>• concerns about the child’s behaviour towards other children in the setting (1)</li> <li>• suspected bullying of a child by another child at the setting (1)</li> <li>• serious accident causing harm to the child that has occurred in the setting (1)</li> <li>• serious incident such as an unauthorised stranger on the premises (1)</li> <li>• faulty equipment accessible to children or staff (1)</li> <li>• inappropriate or unsafe behaviour of team members (1)</li> <li>• other team members not following policy correctly (1).</li> </ul> <p>Accept other accurate responses.</p>	<p><b>2</b></p> <p><b>AO2=2</b></p>
<p><b>19</b></p>	<p><b>An early years worker who uses their mobile phone when working with children shows unprofessional behaviour.</b></p> <p><b>Identify two (2) other unprofessional behaviours that early years workers should not show.</b></p> <p>Award one mark for each unprofessional behaviour, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• arriving late (1)</li> <li>• wearing inappropriate clothes (1)</li> <li>• being rude when communicating (1)</li> <li>• ignoring directions (1)</li> <li>• breaching confidentiality (1)</li> <li>• not attending (1)</li> <li>• inappropriate hygiene (1)</li> </ul>	<p><b>2</b></p> <p><b>AO2=2</b></p>

	<ul style="list-style-type: none"> <li>not following procedures (1).</li> </ul> <p>Accept other accurate responses.</p>	
<b>20</b>	<p><b>After they have qualified, early years workers continue to learn new skills and ways of working. Early years workers learn in different ways.</b></p> <p><b>Early years workers who are ‘kinaesthetic’ learners prefer to learn by:</b></p> <p><b>A. Doing</b>  <b>B. Hearing</b>  <b>C. Seeing</b>  <b>D. Talking</b></p> <p>Award one mark for:</p> <p>A. Doing</p>	<p><b>1</b></p> <p><b>AO1=1</b></p>
<b>21</b>	<p><b>Identify three (3) study skills that could help early years workers learn new skills and ways of working.</b></p> <p>Award one mark for identification of each relevant study skill, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>note taking (1)</li> <li>proofreading (1)</li> <li>reading (1)</li> <li>referencing (1)</li> <li>research (1)</li> <li>revision (1)</li> <li>time management (1)</li> </ul> <p>Accept other accurate responses.</p>	<p><b>3</b></p> <p><b>AO1=3</b></p>

### Assessment Objective Grid

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