



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

Examined assessment

Paper number: PAST PAPER

Date: Summer 2024

Mark Scheme

v1.0 Pre-Standardisation

This Mark Scheme has been written by the assessment writer and refined, alongside the relevant questions, by a panel of subject experts through the external assessment writing process and at standardisation meetings.

The purpose of this Mark Scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment objective (AO) 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 (AOs), 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 (AOs)

This unit requires learners to:

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

The weightings of each assessment objective (AO) can be found in the Qualification Specification.

Qu	Mark Scheme	Total marks
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Section A

Total for this section: 20 marks

1	Which one of the following settings provides childcare in the same place where parents / carers may work or take part in leisure activities? A Childminder B Crèche C Nursery D Pre-school Answer: B – Crèche	1 AO1=1
2	Which one of the following describes the term equality? A Differences in cultures and beliefs B Differences in values and attitudes C Individuals are not treated less favourably D Individuals are treated exactly the same Answer: C – Individuals are not treated less favourably	1 AO1=1
3	Identify three policies that an early years practitioner would be required to follow in a nursery setting. Award one mark for each policy, up to a maximum of three marks: • health and safety (1) • food and drink (1) • visitors to the setting (1) • equality and diversity (1) • confidentiality (1) • safeguarding (1) • play (1). Accept any other suitable responses.	3 AO1=3

4

Complete Table 1.

Give one procedure an early years practitioner could carry out for each of the situations provided.

Only write one procedure in each box.

Award **one** mark for each procedure, up to a maximum of **three** marks.

Table 1

Situation	Procedure
A child at the early years setting has recently been diagnosed with partial deafness.	Ensure the child is able to participate within all activities by making suitable adjustments / providing suitable resources (1).
A child at the early years setting has a dietary need.	Prepare and provide foods suitable for the child's dietary needs and carefully monitor the food the child has access to (1).
An early years practitioner wants to take photographs of children taking part in an activity.	Obtain consent from parents / carers before taking photographs / ensuring the photographs are stored and shared appropriately (1).

Accept any other suitable responses.

Note: the response given by learners must be something that practitioners do, related to the situation.

3

AO2=3

5	Explain one reason why the Office for Standards in Education (Ofsted) inspects education and children's services. Award one mark for each explanation point as to why the Office for Standards in Education (Ofsted) inspects education and children's services, up to a maximum of two marks. To ensure that childcare settings are a safe place for all	2 AO3=2
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	children and young people to go (1) this helps childcare practitioners to recognise areas where improvements can be made to ensure children and young people are safeguarded from harm (1). • To show the quality of the provision through an inspection and report process (1) which helps parents / carers to find out information about schools and choose which one they want their child to attend (1). • Inspections on other services including providers of independent adoption and fostering services will make sure that vulnerable children are well cared for (1) any poor practice can be prevented and improved upon (1). Accept any other suitable responses.	
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6	Early years practitioners are responsible for completing risk assessments. Explain one reason why risk assessments must be completed in an early years setting. Award one mark for each explanation point relating to why risk assessments must be completed, up to a maximum of two marks. • Helps early years practitioners to identify the risks that might cause children and others harm (1) early years practitioners can consider how the risk can be minimised and controlled (1). • Legislation such as the Health and Safety at Work Act 1974 says that risks must be managed in an early year setting (1) early years practitioners may put children and others at risk of harm if they do not follow the correct policies in relation to risk assessments (1). Accept any other suitable responses.	2 AO3=2
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7	Describe one action an early years practitioner working in an early years setting must take to maintain confidentiality. Award one mark for each descriptive point of an action an early years practitioners must take to maintain confidentiality up to a maximum of two marks. • Follow appropriate procedures / policies / legislation (1) such as obtaining consent from parents / carers prior to taking photos of the children (1).	2 AO2=2
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	- Ensure that confidential information held on a computer is stored securely (1) such as making sure that a password is used (1). Talk to parents / carers privately about an incident (1) such as not sharing the names of the other children involved (1). Accept any other suitable responses.	
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8	Arjin, aged 4 years, has delayed communication and language development which is affecting his behaviour. The early years practitioners at the nursery discuss the types of support that could be accessed outside of the setting to support Arjin. Explain the specialist roles available from outside of the nursery that could be accessed to support Arjin. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td> AO2 – Excellent application of knowledge and understanding of specialist roles available from outside of the nursery that could be accessed to support Arjin is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of specialist roles available from outside of the nursery that could be accessed to support Arjin is comprehensive. Subject specific terminology is used consistently throughout. </td></tr> <tr> <td>2</td><td>3 to 4</td><td> AO2 – Good application of knowledge and understanding of specialist roles available from outside of the nursery that could be accessed to support Arjin is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of specialist roles available from outside of the nursery that could be accessed to support Arjin is mostly detailed. Subject specific terminology is used, but not always consistently. </td></tr> <tr> <td>1</td><td>1 to 2</td><td> AO2 – Limited application of knowledge and understanding of specialist roles available from outside of the nursery that could be accessed to support Arjin has minimal detail and is mostly superficial. With minimal relevance to the question. </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	5 to 6	AO2 – Excellent application of knowledge and understanding of specialist roles available from outside of the nursery that could be accessed to support Arjin is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of specialist roles available from outside of the nursery that could be accessed to support Arjin is comprehensive. Subject specific terminology is used consistently throughout.	2	3 to 4	AO2 – Good application of knowledge and understanding of specialist roles available from outside of the nursery that could be accessed to support Arjin is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of specialist roles available from outside of the nursery that could be accessed to support Arjin is mostly detailed. Subject specific terminology is used, but not always consistently.	1	1 to 2	AO2 – Limited application of knowledge and understanding of specialist roles available from outside of the nursery that could be accessed to support Arjin has minimal detail and is mostly superficial. With minimal relevance to the question.	6 AO1=3 AO2=3
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		AO1 – Limited recall of knowledge and understanding of specialist roles available from outside of the nursery that could be accessed to support Arjin. Subject specific terminology is often inappropriate, and a lack of understanding is evident.
	0	No creditworthy material.

Examiners are reminded that indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response.

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

Indicative content

AO1 – Learners will recall knowledge and understanding of specialists' roles outside of the nursery this may include.

- Educational psychologists assess emotional and behavioural difficulties.
- Paediatricians specialise in the treatment and care of children.
- General practitioners refer to other specialists in the NHS.
- Health visitors refer to specialist services such as for speech and language support and to offer advice.

AO2 – Learners will apply knowledge and understanding of specialists' roles outside of the nursery that could support Arjin which may include.

- An educational psychologist could observe and assess Arjin and provide strategies that will support Arjin, his parents and the setting in meeting his needs.
- Paediatricians have a specialist understanding of wider issues either physical or developmental that may be impacting on Arjin and are able to make referrals to more specific specialist services.
- Looking at Arjin's medical history his general practitioner can consider if there is diagnostic testing for Arjin such as a hearing test which may help understand the reasons for his difficulties.
- A health visitor can offer advice and ideas to Arjin's family / the nursery, which may result in practice at home and in the setting to help improve Arjin's communication, which may have a positive impact on his behaviour.

Accept any other suitable responses.

	Note: accept speech and language therapist if this specialist role is provided by learners.	
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Section B

Total for this section: 18 marks

9	Which one of the following is a physical skill that children usually develop first? A Clasp hands together B Separate interlocking toys C Use dominant hand D Use pincer grip Answer: A – Clasp hands together	1 AO1=1
10	Which one of the following is a socioeconomic factor that can affect the developing child? A Exercise opportunities B Family lifestyle C Health conditions D Housing standards Answer: D – Housing standards	1 AO1=1
11	Give two effects of poor diet on the healthy development of the child. Award one mark for each effect up to a maximum of two marks: • weight gain (1) • illnesses (1) • not achieving expected milestones (1) • nutritional deficiency (1) • physical pain (1). Accept any other suitable responses.	2 AO1=2

12 (a)	Lola, aged 3 years, attends a pre-school setting. Lola will soon be admitted to hospital for an operation. State two strategies that early years practitioners could use to prepare Lola for a planned hospital admission. Award one mark for each strategy that could be used to prepare Lola for a planned hospital admission up to a maximum of two marks. • Visiting the hospital prior to admission (1). • Use doctors or nurses' costumes for dressing up and play (1). • Read books about going into hospital (1). Accept any other suitable responses.	2 AO1=2
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12 (b)	Use one of the strategies identified in Question 12 (a). Describe one way this strategy will help to prepare Lola for a planned hospital admission. Award one mark for each descriptive point of a way this strategy will help to prepare Lola for a planned hospital admission up to a maximum of two marks. • Visit the hospital – Lola will know what to expect if she meets staff and experiences the hospital environment (1) helping her become more confident with the hospital environment (1). • Provide play with doctors or nurses' costumes for dressing up – Lola can act out through role play aspects of the hospital admission (1) this will help Lola to understand more about the experience (1). • Read books about going into hospital – Lola will understand more about hospital admission (1) which will help Lola to express feelings about the experience (1). Accept any other suitable responses. Note: if a different strategy is described to what has been mentioned in Question 12 (a) accept this response if this is correct.	2 AO2=2
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13	Describe one possible impact of a planned hospital admission on the social and emotional development of a child aged 3. Award one mark for each descriptive point of a possible impact of a planned hospital admission on the social and emotional development of a child aged 3 up to a maximum of two marks. • The child may be upset if their parents / carers leave them at the hospital for a short time (1) the child may feel unsure / insecure about what will happen if their parents / carers are not with them (1). • The child may become withdrawn from social activities (1) as they may feel unsettled by the prospect of going into hospital (1). • The child may be looking forward to feeling better after the hospital admission (1) which makes them feel happy and excited about their improved health (1). Accept any other suitable responses.	2 AO2=2
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14	State two expected communication and language milestones that a child aged 4 years should show at the end of this age group. Award one mark for each milestone up to a maximum of two marks: • can be understood easily by others (1) • enjoys telling and sharing stories (1) • knows several nursery rhymes and songs (1). Accept any other suitable responses.	2 AO1=2
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15	Environmental factors can positively support the growth and development of children by providing opportunities for exercise. Explain how exercise impacts the growth and development of a child. <table border="1" data-bbox="295 1825 1246 2080"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td>AO3 – Excellent explanation of ways that exercise impacts the growth and development of a child that is comprehensive and highly relevant. Supported with excellent justification for the impact of exercise that are comprehensive and highly detailed.</td></tr> </tbody> </table>	Level	Mark	Descriptor	3	5 to 6	AO3 – Excellent explanation of ways that exercise impacts the growth and development of a child that is comprehensive and highly relevant. Supported with excellent justification for the impact of exercise that are comprehensive and highly detailed.	6 AO2=3 AO3=3
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		0	No creditworthy material.

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Indicative content

AO2 – Learners will apply knowledge and understanding of the impact of exercise that may include.

- Exercise builds muscle strength promoting physical development.
- Exercise reduces stress hormones.
- Exercise helps improve symptoms of anxiety which supports wellbeing.
- Exercise controls weight gain which reduces the chances of obesity.

	- Exercise encourages a good night's sleep. AO3 – Learners will explain the impact of exercise on the growth and development of the child and provide justifications for the impact of exercise that may include the following. - Using gross motor skills such as balancing, running and jumping during exercise will make muscles work harder and strengthen them, supporting power and endurance. - During exercise, children's mood will be boosted and they will feel a higher level of self-esteem and confidence which will alleviate feelings of anxiety or depression boosting emotional wellbeing. - Following exercise, children will have higher levels of endorphins and feel good about themselves and their life. When children feel good about themselves, they are more likely to feel confident and engage in learning opportunities. - Calories are used and body fat burned during exercise which helps maintain a healthy weight and makes developing chronic health conditions less likely. - A good night's sleep will result in children feeling more rested and energised when they wake up. Accept any other suitable responses.	
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Section C

Total for this section: 24 marks

16	Which one of the following is the first stage of the planning cycle? A Assess B Implement C Observe D Review Answer: C – Observe	1 AO1=1
17	Which one of the following methods of observation identifies whether a child can achieve a skill, using a chart to record this? A Checklist B Learning journal C Narrative D Post-it notes Answer: A – Checklist	1 AO1=1

18 (a)	The early years practitioner must ensure children's basic needs are met when supporting their growth and development. Identify two basic care needs of a child. Award one mark for each basic care need up to a maximum of two marks: • exercise (1) • food and drink (1) • physical safety (1) • rest and sleep (1) • fresh air (1) • shelter (1) • emotional safety (1). Accept any other suitable responses.	2 AO1=2
18 (b)	Give one way that an early years practitioner can meet each of the basic care needs identified in Question 18 (a). Award one mark for each way that an early years practitioner can meet each of the basic care needs identified up to a maximum of two marks. • Exercise – provide regular opportunities for children to exercise both indoor and outdoor (1). • Food and drink – support children in having a healthy diet by providing healthy meals / snacks and drinks during the session (1). • Physical safety – carry out regular risk assessments for indoor and outdoor routines and activities (1). • Rest and sleep – provide opportunity within the session for children to relax, ensuring that rest and sleep time has been allocated around the individual needs of the child (1). • Fresh air – provide regular opportunities for children to access the outdoors, including covered areas during wet or colder weather (1). • Shelter – ensure adequate space that provides shelter is available both indoors and out and throughout the year (1). • Emotional safety – provide opportunities for children to share their thoughts and feelings, including showing compassion and empathy (1). Accept any other suitable responses.	2 AO2=2

	Note: if the same basic care need is given and two different ways are provided accept these responses if they are correct. Note: if a different basic care needs are described to what have been mentioned in Question 18 (a) accept these responses if they are correct.	
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19	Explain the benefit of sharing observations of the child's development with parents / carers. Award one mark for each explanation point to explain the benefit of sharing observations with parents / carers, up to a maximum of three marks. • Parents / carers will know the areas of development the child needs support with (1) the parents / carers will then be able to help provide additional opportunities to support 'gaps' in their child's development (1). This will ensure that the child receives continuity of care and a united approach to supporting 'gaps' in their development (1). • Parents / carers can be aware of any issues the child might be experiencing (1) this means that parents / carers can seek to access support services outside of the setting for their child (1). This will ensure any early intervention can be provided (1). • Parents / carers have a good understanding of the child's needs (1) the setting can discuss whether activities / routines in the setting need to be adjusted (1) this will ensure consistent approaches to meeting the child's needs (1). Accept any other suitable responses.	3 AO3=3
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20 (a)	Name two types of play that support children's holistic development. Award one mark for each type of play, up to a maximum of two marks: • physical play (1) • creative play (1) • imaginative play (1) • sensory play (1). Accept any other suitable responses.	2 AO1=2
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20 (b)	Use one of the types of play you named in Question 20 (a). Describe one way that this type of play can support children’s holistic development. Award one mark for each descriptive point in relation to the way this type of play can support children’s holistic development up to a maximum of two marks. • Physical play – opportunity to develop fine and gross motor skills (1) chance to gain new skills and increase confidence for positive wellbeing (1). • Creative play – opportunity to explore and experiment with a variety of materials and resources (1) gain new concepts through problem solving and obtain new language to support communication (1). • Imaginative play – opportunity to apply creative skills through various mediums (1) allowing children to express their feelings using forms of communication that supports the building of relationships (1). • Sensory play – opportunity to explore and learn through senses (1) increases motor control, aiding concentration (1). Accept any other suitable responses. Note: if a different area of play is described to what has been mentioned in Question 20 (a) accept this response if this is correct.	2 AO2=2
21	Describe one way that early years practitioners can keep children safe during outdoor play activities. Award one mark for each descriptive point in relation to the way that early years practitioners can keep children safe during outdoor play activities up to a maximum of two marks. • If necessary, make changes to the activity (1) by removing or adapting equipment or opportunities that are available (1). • Ensure that children are kind to each other (1) responding to any arguments or disagreements that may occur between children (1). • Supervise children when using equipment (1) responding to any misuse of the equipment by demonstrating the correct usage (1). • Responding to a child when they need help (1) whilst respecting their level of independence (1).	2 AO2=2

	Accept any other suitable responses.	
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22	Give three roles an early years practitioner will have after carrying out play activities. Award one mark for each role that an early years practitioner will have after carrying out play activities up to a maximum of three marks. • Tidy up (1). • Clean the environment (1). • Pack away resources (1). • Think about the effectiveness of the activity in meeting outcomes (1). • Reflect on outcomes achieved by the children (1). Accept any other suitable responses.	3 AO1=3
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23	Bobby, aged 3 years, has recently started at the day nursery. As an early years practitioner, you have been asked to share information with Bobby's parents on the benefits of mealtimes in supporting the learning and development of children's overall health and wellbeing. Discuss how mealtimes at an early years setting can support learning and development of children's overall health and wellbeing. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td> AO3 – Excellent discussion of ways that mealtimes at an early years setting can support children's overall health and wellbeing that is comprehensive and highly relevant. Supported with excellent justification for how mealtimes support children's wellbeing. AO2 – Excellent application of knowledge and understanding of ways that mealtimes at an early years setting can support children's overall health and wellbeing is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of ways that mealtimes at an </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	5 to 6	AO3 – Excellent discussion of ways that mealtimes at an early years setting can support children's overall health and wellbeing that is comprehensive and highly relevant. Supported with excellent justification for how mealtimes support children's wellbeing. AO2 – Excellent application of knowledge and understanding of ways that mealtimes at an early years setting can support children's overall health and wellbeing is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of ways that mealtimes at an	6 AO1=2 AO2=2 AO3=2
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	make positive choices resulting in a positive outlook which promotes a positive sense of wellbeing. • When children are encouraged to make healthy food choices during mealtimes this can contribute to overall health and wellbeing which will help children face challenges and not become upset or frustrated which could have a negative impact on the child's wellbeing. • Social interaction during group mealtimes provides children with the chance to express feelings and talk about their concerns in an informal way. Being listened to helps children to feel important and valued which has a positive impact on how they feel about themselves supporting positive wellbeing. • When children feel included in conversations and part of a group they feel recognised and validated, which promotes a sense of happiness and security, boosting positive feelings of wellbeing. Accept any other suitable responses.	
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Section D

Total for this section: 18 marks

24	Tom is a newly qualified early years practitioner starting a job in a nursery setting. The nursery manager explains the expectations of an early years practitioner's behaviour whilst working at the nursery setting. Discuss the expected behaviours that Tom must maintain whilst working as an early years practitioner. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> AO3 – Excellent discussion of expected behaviours that Tom must maintain when working as an early years practitioner that is comprehensive and highly relevant. Supported with excellent justification for expected behaviour that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of expected behaviours that Tom must maintain when working as an early years practitioner is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of expected behaviours that Tom must maintain when working as an early </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	7 to 9	AO3 – Excellent discussion of expected behaviours that Tom must maintain when working as an early years practitioner that is comprehensive and highly relevant. Supported with excellent justification for expected behaviour that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of expected behaviours that Tom must maintain when working as an early years practitioner is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of expected behaviours that Tom must maintain when working as an early	9 AO1=3 AO2=3 AO3=3
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1	1 to 3	AO3 – Limited discussion of expected behaviours that Tom must maintain when working as an early years practitioner. Supported with limited justification for expected behaviours that Tom must maintain when working as an early years practitioner have minimal detail and are mostly superficial. AO2 – Limited application of knowledge and understanding of expected behaviours that Tom must maintain when working as an early years practitioner that has minimal detail and are mostly superficial. With minimal relevance to the question. AO1 – Limited recall of knowledge and understanding of expected behaviours that Tom must maintain when working as an early years practitioner that has minimal detail. Subject specific terminology is often inappropriate, and a lack of understanding is evident.
	0	No creditworthy material.

Examiners are reminded that indicative content reflects content-related points that a learner may make but is not an exhaustive list, nor is it a model answer. Learners may make all, some or none of the points included in the indicative content. Learners must be credited for any other appropriate response.

	It is not a requirement that the learner formulate a response specifically against each assessment objective as laid out in the indicative content (IC). Indicative content AO1 – Learners will recall knowledge and understanding of expected behaviours that Tom must maintain when working as an early years practitioner, which may include: • work within policies and procedures • maintain professional boundaries • show a positive attitude • use effective verbal and non-verbal communication. AO2 – Learners will apply knowledge and understanding of expected behaviours that Tom must maintain when working as an early years practitioner, which may include. • Tom should make sure that he is up to date with relevant policies and procedures to fully understand his own roles and responsibilities in keeping everyone safe. • Tom should make sure he keeps information about children at the setting confidential and only shared on a 'need to know basis'. • Tom should always be a positive role model, showing enthusiasm and initiative whilst carrying out his roles and responsibilities as an early years practitioner. • Tom should listen to the views of others and use appropriate forms of communication including active listening, speaking clearly and using appropriate body language where required. AO3 – Learners will discuss the expected behaviours that Tom must maintain when working as an early years practitioner, which may include. • Following policies and procedures will ensure that everyone is kept safe and that Tom is aware of who to inform of any actions including completing relevant records and keeping these up to date in line with his roles and responsibilities. • Tom will understand his roles and responsibilities to safeguard children and others at the setting, ensuring that they are not put at risk of harm such as the use of mobile phones and social media in line with procedures at the setting. • Showing professionalism throughout his role to demonstrate a positive attitude to children and others, will have a positive impact on those around him including showing respect and building trusting relationships.	
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	Tom should use appropriate language to suit the situation, for example taking into account the age and stage of development when communicating with children to promote language opportunities. Tom should be sensitive and respectful in order to communicate effectively when discussing aspects of children's development with parents / carers and other professionals. Accept any other suitable responses.	
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25	Tianna, aged 18 months, lives with her mum in a small apartment, 10 miles away from the nearest town. Tianna's mum is a nurse. Discuss how accessing early years provision could support Tianna and her family. <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> AO3 – Excellent discussion of how accessing early years provision could support Tianna and her family that is comprehensive and highly relevant. Supported with excellent justification for early years provision that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of how accessing early years provision could support Tianna and her family that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of early years provision that is comprehensive. Subject specific terminology is used consistently throughout. </td></tr> <tr> <td>2</td><td>4 to 6</td><td> AO3 – Good discussion of how accessing early years provision could support Tianna and her family that is detailed and mostly relevant. Supported with good justification for early years provision that are detailed. AO2 – Good application of knowledge and understanding of how accessing early years provision could support Tianna and her family that is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of early years provision that is </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	7 to 9	AO3 – Excellent discussion of how accessing early years provision could support Tianna and her family that is comprehensive and highly relevant. Supported with excellent justification for early years provision that are comprehensive and highly detailed. AO2 – Excellent application of knowledge and understanding of how accessing early years provision could support Tianna and her family that is comprehensive and highly detailed and highly relevant to the question. AO1 – Excellent recall of knowledge and understanding of early years provision that is comprehensive. Subject specific terminology is used consistently throughout.	2	4 to 6	AO3 – Good discussion of how accessing early years provision could support Tianna and her family that is detailed and mostly relevant. Supported with good justification for early years provision that are detailed. AO2 – Good application of knowledge and understanding of how accessing early years provision could support Tianna and her family that is detailed and mostly relevant to the question. AO1 – Good recall of knowledge and understanding of early years provision that is	9 AO1=3 AO2=3 AO3=3
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It is not a requirement that the learner formulate a response specifically against each assessment objective as laid out in the indicative content (IC).

Indicative content

AO1 – Learners will recall knowledge and understanding of how accessing early years provision could support Tianna and her family which may include.

- Promotes Tianna’s physical / cognitive / social and emotional / language and communication development.
- Supports Tianna’s mum to work.
- Supports Tianna’s mum to participate in social activities / everyday tasks.
- Helps Tianna’s mum financially.
- Supports Tianna’s learning and development.

AO2 – Learners will apply knowledge and understanding of how accessing early years provision could support Tianna and her family which may include.

- Attending a nursery alongside other children will provide Tianna with the opportunity to develop her physical skills.

	• If Tianna goes to a crèche, it will give Tianna's mum a chance to recharge her batteries / complete chores / participate in leisure activities. • Attending a childminder will help Tianna to gain confidence to separate / spend time away from her mum. • If Tianna attends a nursery this will help Tianna's mum to go to work and earn money. • Supports Tianna to gain new experiences and enhance her learning and development. AO3 – Learners will discuss the ways that accessing early years provision could support Tianna and her family and provide justifications for how early years provision could support Tianna and her family which may include. • When attending provision, Tianna will have opportunities to develop her physical skills as she will have access to outdoor play that she does not have at home, therefore the provision will fill Tianna's lack of opportunity for outdoor play. • If Tianna's mum is rested because she has been able to have some time out from caring for Tianna when Tianna attends the provision, then Tianna's mum will be able to care for Tianna more effectively. • If Tianna attends a childminder, she will gain confidence of separating / spending time away from her mum which will be a good step in moving Tianna towards developing independence and resilience, which are part of her social development. • If Tianna's mum can attend work, she will be able to financially provide for Tianna and meet the physical care needs that Tianna has such as food, warmth, shelter. • Attending an early years setting will help Tianna gain experiences which will support Tianna to gain the knowledge and skills to meet her expected milestones in relation to the early years foundation stage (EYFS) or another early years framework. Accept any other suitable responses.	
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Assessment objective (AO) grid

Section A

Question	AO1	AO2	AO3	Total
1	1			1
2	1			1
3	3			3
4		3		3
5			2	2
6			2	2
7		2		2
8	3	3		6
Total	8	8	4	20

Section B

Question	AO1	AO2	AO3	Total
9	1			1
10	1			1
11	2			2
12 (a)	2			2
12 (b)		2		2
13		2		2
14	2			2
15		3	3	6
Total	8	7	3	18

Section C

Question	AO1	AO2	AO3	Total
16	1			1
17	1			1
18 (a)	2			2
18 (b)		2		2
19			3	3
20 (a)	2			2
20 (b)		2		2
21		2		2
22	3			3
23	2	2	2	6
Total	11	8	5	24

Section D

Question	AO1	AO2	AO3	Total
24	3	3	3	9
25	3	3	3	9
Total	6	6	6	18