



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

January 2022

Assessment code: TACDC

Paper number: P001481

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(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

The AOs that will be assessed against the content in this award are:

A01	Recall of knowledge and understanding.
A02	Application of knowledge and understanding.
A03	Analysis to demonstrate knowledge of concepts and theories.

Qu	Mark scheme	Total marks
1 (a)	<p>Mia supervises a childcare student who is on work placement. Mia tells the student to arrive by 8:15am.</p> <p>Identify two (2) ways the student could prepare to arrive on time.</p> <p>Award one mark for each relevant method of preparation, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • setting an alarm (1) • wearing a watch (1) • planning the route (1) • completing a practice run (1) • having equipment packed the night before (1) • allowing extra time for the journey (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p>
1 (b)	<p>Give two (2) reasons why the student must always arrive at work placement on time.</p> <p>Award one mark for each relevant reason why it is important to arrive at work placement on time, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • develops trust with early years workers (1) • shows that the student is reliable/dependable (1) • tasks can be carried out without being rushed (1) • shows respect for rules of the setting (1) • creates a good impression for parents/carers/early years workers (1) • shows commitment to work placement's rules (1) • others may be relying on the student to help set up an activity (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p>

<p>2</p>	<p>The student should always arrive at work placement on time.</p> <p>Identify three (3) other behaviours that Mia will expect to see from the student during work placement in the pre-school.</p> <p>Award one mark for each relevant behaviour, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • wearing suitable clothing (1) • being polite (1) • having positive body language (1) • using initiative (1) • being a good role model (1) • positive communication (1) • being helpful (1). <p>Accept other suitable responses.</p> <p>NB Do not credit arriving on time as this is in the question.</p>	<p>3</p> <p>AO1=3</p>
<p>3</p>	<p>The student posts information on social media about a child in the pre-school.</p> <p>Name the professional responsibility the student has failed to follow.</p> <p>Award one mark for:</p> <p>confidentiality (1).</p>	<p>1</p> <p>AO1=1</p>

4	<p>Mia plans activities to support children’s learning and development.</p> <p>Name and briefly describe two (2) areas of learning and development in the Early Years Foundation Stage.</p> <p>Award one mark for each relevant area named, up to a maximum of two marks, and award one mark for the description given.</p> <p>For example:</p> <ul style="list-style-type: none"> • expressive arts and design (1) involves children expressing their ideas through art, music, dance, role-play and design and technology (1) • literacy (1) involves children beginning to read and write (1) • mathematics (1) involves children developing an understanding of numbers, counting, shape and space (1) • physical (1) involves children developing coordination, control, movement and healthy choices (1) • understanding of the world (1) involves children making sense of the world and finding out about people, places, technology and the environment (1) • personal, social and emotional (1) involves children developing a positive sense of themselves, forming relationships, developing respect, social skills, appropriate behaviour and confidence (1) • communication and language (1) involves children developing confidence and skills in expressing themselves, and to speak and listen in a range of situations (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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5	<p>What type of assessment is the Early Years Foundation Stage Profile?</p> <p>A) Benchmark B) Diagnostic C) Formative D) Summative</p> <p>Answer: D (Summative)</p>	<p>1</p> <p>AO1=1</p>
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6	Explain the ways Mia supports the social development of children aged 2-4 years.	6 AO2=3 AO3=3															
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<p>Indicative content</p> <p>An explanation of how Mia supports the social development of children aged 2–4 years may include:</p> <ul style="list-style-type: none"> • planning activities where children work or play together • playing games that involve taking turns • helping children understand the rules for being together such as sharing toys • encouraging children to make friends • being a good role model by being considerate to others • helping children understand other children’s point of view • providing resources to encourage cooperation between two children • providing time, space or resources for children to work together • setting up areas in the environment where children can chat and socialise. 																	

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7	<p>Describe two (2) ways that playing with clay supports the children’s fine motor skills.</p> <p>Award one mark for each relevant way playing with clay supports the children’s fine motor skills, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • using tools with the clay develops grasps/grips (1) • manipulating clay helps develop hand-eye coordination (1) • squeezing and moulding clay helps to strengthen muscles in the hand (1) • poking fingers into clay develops finger control (1) • rolling clay develops coordination of hands and fingers (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p>
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8	<p>Mia wants to promote the children’s language development.</p> <p>Identify two (2) activities Mia could use and explain how each activity promotes language development.</p> <p>Award one mark for each relevant activity identified and one mark for an explanation linked to promoting the children’s language development.</p> <p>For example:</p> <ul style="list-style-type: none"> • reading stories (1) when listening to stories children will hear new words helping develop their vocabulary (1) • playing with puppets (1) when playing with other children during puppet play children will develop listening skills when engaging in conversation (1) • songs and rhymes (1) when singing a song over and over again repetition will help children pronounce words (1) • role-play (1) when acting out situations in play children will be verbally expressing ideas to contribute to the play scenario (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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<p>9</p>	<p>Explain two (2) reasons why Mia should consider the children’s individual needs and interests when she is planning the pre-school provision.</p> <p>Award one mark for each reason why Mia should consider the children’s individual needs and interests when she is planning the pre-school provision and award up to two marks for the explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> • this ensures that resources provided for use in activities are relevant and can be used by all children (1) which makes sure that all children have the chance to fully participate (1) if children are able to fully participate they will have an equal chance of making progress with their learning and development (1) • this ensures that activities are not too easy providing insufficient challenge for children to learn and develop (1) when activities are too easy children may not make new progress in learning which then becomes a wasted opportunity (1) children could then become bored or lack focus and their behaviour could be affected (1) • this ensures that children who might not be interested in developing a particular aspect of learning, such as maths, are inspired to try out the activity (1) by linking an activity to their interest the child may feel confident to try out the activity and challenge themselves (1) this will promote learning in an area which previously hasn’t been experienced (1) • this ensures that activities provided are more interesting and appealing (1) which in turn helps to attract participation and engage children’s concentration which will motivate children to take part (1) this will help children to be focused, deepening their knowledge and understanding (1) • this ensures that in advance the environment can be altered and adapted to help make sure it is accessible for all children (1) this will make sure that no child feels left out because they can’t take part (1) if children are not able to participate their self-esteem and self-image could be affected (1) • this ensures that cultural diversity is reflected and celebrated in activities (1) which will help all children feel valued and respected (1) this approach will also help the other children at pre-school embrace and learn about cultural diversity (1) <p>Accept other suitable responses.</p>	<p>6</p> <p>AO2=2</p> <p>AO3=4</p>
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10	<p>Identify and describe two (2) ways that Mia can support the children’s emotional development.</p> <p>Award one mark for identification of a relevant way that Mia supports children’s emotional development and one mark for the description.</p> <p>For example:</p> <ul style="list-style-type: none"> • giving praise (1) by providing star charts that reward when a child has done something well (1) • planning transitions (1) by providing children with visits to the new room within the pre-school (1) • keeping consistent routines (1) by following daily schedules (1) • providing sensory activities (1) by providing clay or other malleable materials (1) • providing boundaries (1) by reminding children of rules such as not running inside (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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11	<p>Mia protects children’s safety in the pre-school.</p> <p>Complete the table below</p> <p>i) Identify two (2) possible safety hazards in the pre-school. ii) Describe how Mia could reduce each safety hazard.</p> <p>Award one mark for identifying a relevant hazard and one mark for the description of how Mia could reduce each hazard.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">i) Identification of possible safety hazard</th> <th style="text-align: left; padding: 5px;">ii) Description of how Mia could reduce the hazard</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Stairs</td> <td style="padding: 5px;">Provide safety gates and make sure these are always shut.</td> </tr> <tr> <td style="padding: 5px;">Wet floor</td> <td style="padding: 5px;">Mop up water quickly and put up a slip hazard sign to instruct children to avoid the wet area.</td> </tr> <tr> <td style="padding: 5px;">Scissors</td> <td style="padding: 5px;">Provide supervision to help children know how to use scissors safely.</td> </tr> <tr> <td style="padding: 5px;">Broken toy</td> <td style="padding: 5px;">Remove the toy immediately and report this to room leader.</td> </tr> <tr> <td style="padding: 5px;">Hot food</td> <td style="padding: 5px;">Check food temperature before serving and cool food if required.</td> </tr> </tbody> </table> <p>Accept other suitable responses.</p>	i) Identification of possible safety hazard	ii) Description of how Mia could reduce the hazard	Stairs	Provide safety gates and make sure these are always shut.	Wet floor	Mop up water quickly and put up a slip hazard sign to instruct children to avoid the wet area.	Scissors	Provide supervision to help children know how to use scissors safely.	Broken toy	Remove the toy immediately and report this to room leader.	Hot food	Check food temperature before serving and cool food if required.	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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	<p>Indicative content</p> <p>Discussion regarding ways that Mia promotes healthy eating in the pre-school may include:</p> <ul style="list-style-type: none"> • being a good role model, Mia should eat healthy foods as children imitate what they see • preparing food in an attractive and interesting way so that children are attracted to the healthy food • offering a wide range of foods for children to try, giving an opportunity to widen their experience of different tastes and textures • displaying posters and resources that show the benefits of healthy eating • involving children in food preparation, children are more likely to eat food they have prepared • offering healthy alternatives such as water instead of juice • ensuring portion size is correct for the age and size of the child • using resources from local and national initiatives to promote healthy eating, for example, taking part in The Schools Fruit and Vegetable Scheme and promoting Change4Life activities. <p>Accept other suitable responses.</p>																	

13	<p>Identify three (3) food hygiene procedures that Mia must follow in the pre-school.</p> <p>Award one mark for identification of each food hygiene procedure Mia must follow in the pre-school, up to a maximum of three marks.</p> <p>For example, hygiene procedures may include:</p> <ul style="list-style-type: none"> • handwashing before preparing food (1) • supporting children’s handwashing (1) • cleaning food preparation areas (1) • thoroughly washing crockery/cutlery (1) • thoroughly washing fruit/vegetables (1) • correctly disposing of waste (1) • correctly storing food (1) • appropriate use of PPE (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p>
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14	<p>Describe three (3) ways that Mia could support children’s independence during snack time.</p> <p>Award one mark for each description given, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • providing opportunities with age- and stage-appropriate equipment and support, so that children can prepare their own snack such as buttering toast with appropriate-size cutlery (1) • encouraging children to set out drinking jugs and cups so they can choose their preferred cup and pour their own drinks (1) • providing serving bowls where children can choose portion size and type of food they wish to eat (1) • praising children when they attempt to wash their own hands before/after snack (1) • providing a self-service snack table in the pre-school so that children can access in their own time the snack they wish to eat throughout the session (1) • ensure that children are not rushed by giving them plenty of time to tidy up their snack bowl when finished (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO2=3</p>
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	<ul style="list-style-type: none"> • lack of essential nutrients such as vitamin A may impact on healthy visual development • weight gain could cause increased chance of diabetes and other weight-related health conditions in adulthood • poor dental health could cause gum disease • weight gain could make physical activities difficult and children may not develop physical skills such as climbing and balancing • too much sugar may affect mood which could cause tantrums which may impact on emotional development • overeating can cause over-activity resulting in children being unable to sleep which can limit the body's ability to develop and repair itself. <p>NB – Impact may be seen in the short- or long-term.</p> <p>Accept other suitable responses.</p>	
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16	<p>A child's diet can affect their holistic development.</p> <p>Identify three (3) other factors that may affect a child's holistic development.</p> <p>Award one mark for each relevant factor that may affect a child's holistic development, up to a maximum of three marks.</p> <p>Factors may include</p> <ul style="list-style-type: none"> • housing (1) • health (1) • poverty (1) • pollution (1) • mental health (1) • lack of exercise (1). <p>NB – Do not accept 'diet' as this is in the question.</p> <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p>
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17	<p>Explain why Mia observes children’s development at the pre-school.</p> <table border="1"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td> <p>Analysis to demonstrate understanding of why Mia observes the children’s development is highly effective, with a discussion that is detailed and relevant.</p> <p>The response shows a wide range of knowledge and understanding and is fully accurate.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td> <p>Analysis to demonstrate understanding of why Mia observes the children’s development is effective, with a discussion that is mostly detailed and relevant.</p> <p>The response shows a range of knowledge and understanding and is mostly accurate.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td> <p>Analysis to demonstrate understanding of why Mia observes the children’s development is of limited effectiveness, with a discussion that lacks detail and is not always relevant.</p> <p>The response shows a limited range of knowledge and understanding, with partial accuracy.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No creditworthy material</td> </tr> </tbody> </table> <p>Indicative content</p> <p>Explanation of why Mia observes children’s development in the pre-school may include:</p> <ul style="list-style-type: none"> • helps Mia plan suitable age- and stage-appropriate activities for children • ensures Mia can find out about children’s individual developmental needs • supports Mia to learn about children’s interests to incorporate into planning for progression • supports transitions, helping Mia adapt settling-in arrangements to support children’s well-being • helps Mia evaluate her own practice and see where changes might be required to better support children • makes sure that atypical development is spotted, and early intervention is provided • helps Mia to review the environment and analyse if all areas of the provision are being accessed • provides an opportunity to see what might be triggering behaviour 	Level	Marks	Description	3	5–6	<p>Analysis to demonstrate understanding of why Mia observes the children’s development is highly effective, with a discussion that is detailed and relevant.</p> <p>The response shows a wide range of knowledge and understanding and is fully accurate.</p>	2	3–4	<p>Analysis to demonstrate understanding of why Mia observes the children’s development is effective, with a discussion that is mostly detailed and relevant.</p> <p>The response shows a range of knowledge and understanding and is mostly accurate.</p>	1	1–2	<p>Analysis to demonstrate understanding of why Mia observes the children’s development is of limited effectiveness, with a discussion that lacks detail and is not always relevant.</p> <p>The response shows a limited range of knowledge and understanding, with partial accuracy.</p>		0	No creditworthy material	<p>6</p> <p>AO3=6</p>
Level	Marks	Description															
3	5–6	<p>Analysis to demonstrate understanding of why Mia observes the children’s development is highly effective, with a discussion that is detailed and relevant.</p> <p>The response shows a wide range of knowledge and understanding and is fully accurate.</p>															
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	0	No creditworthy material															

	<ul style="list-style-type: none"> informs assessment of learning and development linked to expected milestones. <p>Accept other suitable responses.</p>	
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18	<p>Identify and describe two (2) ways that Mia could share information with parents/carers of her key children.</p> <p>Award one mark for each relevant way Mia could share information and one mark for the description.</p> <p>For example:</p> <ul style="list-style-type: none"> talking to parents/carers at collection/departure time (1) Mia can let parents/carers know about the child's behaviour during the pre-school day (1) lunch slips (1) Mia can pass on how the child has eaten including the amount of food or drink the child has consumed that day (1) daily diary (1) Mia can share details of how well the child is progressing with their development such as sharing with other children (1) accident forms (1) Mia will give details of when a child has been injured at the pre-school and the treatment given (1) notice board in the pre-school (1) Mia can share the activities that the child will have access to during the pre-school day (1) newsletters (1) Mia can give information about future events such as a stay and play session at the pre-school so parents/carers can get involved (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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19	<p>One of Mia's key children is moving to a new childcare setting. Identify and describe one (1) way that transition to the new setting may affect the child's development.</p> <p>Award one mark for identifying a way that transition may affect the child and one mark for a description of the way linked to the child's development.</p> <p>For example:</p> <ul style="list-style-type: none"> changes in behaviour (1) the child may start having tantrums (1) regression (1) the child who is previously dry at night might start to bed wet (1) separation anxiety (1) the child may become clingy when leaving a parent/carer (1) 	<p>2</p> <p>AO1=1</p> <p>AO2=1</p>
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	<ul style="list-style-type: none"> emotional withdrawal (1) the child may not want to interact with friends (1). <p>Accept other suitable responses.</p>	
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20	<p>Describe two (2) ways that visiting the new childcare setting can support the child’s transition.</p> <p>Award one mark for each way that visiting the new childcare setting can support the child’s transition, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> helps the child meet and become familiar with new staff (1) introduces new routines to the child (1) provides an opportunity for the child to make new friends (1) parents can share information about their child (1) introduces the unfamiliar environment to the child (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p>
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21	<p>Mia works at a pre-school setting.</p> <p>Identify three (3) other settings that Mia could work in as a qualified early years worker.</p> <p>Award one mark for each correct setting.</p> <p>For example:</p> <ul style="list-style-type: none"> nursery school (1) childminder (1) crèche (1) holiday club (1) before-school club (1) primary school (1) private day nursery (1). <p>NB – Do not accept pre-school as this is in the question.</p> <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p>
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Assessment Objective Grid

Question	A01	A02	A03	Total
1a	2			2
1b		2		2
2	3			3
3	1			1
4	2	2		4
5	1			1
6		3	3	6
7		2		2
8	2	2		4
9		2	4	6
10	2	2		4
11	2	2		4
12			6	6
13	3			3
14		3		3
15	3	3	3	9
16	3			3
17			6	6
18	2	2		4
19	1	1		2
20		2		2
21	3			3
Total	30	28	22	80