

NCFE

CACHE

Internal Assessment Sample Tasks

**NCFE CACHE Level 1 Award in Caring for
Children
QN: (500/9010/0)**

**NCFE CACHE Level 1 Certificate in Caring for
Children
QN: (500/9009/4)**

**NCFE CACHE Level 1 Award in Caring for
Children
QN: (501/1015/9)**

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Introduction

We have created some sample tasks for the internally assessed optional units which you can contextualise to suit the needs of your learners to help them build up their portfolio of evidence. The tasks have been designed to cover some knowledge learning outcomes (LOs) for 21 units and provide opportunities for stretch and challenge. These tasks are not mandatory.

Each learner must create a portfolio of evidence generated from appropriate assessment tasks, which demonstrates achievement of all the knowledge LOs associated with each unit. On completion of each unit, learners must declare that the work produced is their own and the assessor must countersign this.

A centre may choose to create their own internal assessment tasks. There are four essential elements in the production of successful centre-based assessment tasks.

These are:

- ensuring the assessment tasks are meaningful with clear, assessable outcomes
- appropriate coverage of the content, LOs, or assessment criteria (AC)
- having a valid and engaging context or scenario
- including sufficient opportunities for stretch and challenge for higher attainers.

Please see the guidance document for creation of internal assessment tasks on our website.

The units can be found in Section 2 of the Qualification Specification.

Supervision of learners

Tutors should offer support and guide learners when carrying out work that is internally assessed.

Tutors should supervise the work carried out by learners to:

- monitor their progress
- prevent plagiarism
- ensure that any practical work is undertaken safely and in accordance with health and safety requirements
- ensure that the work completed is in accordance with the Qualification Specification and is suitable for internal assessment.

Any work submitted for assessment must be authenticated and attributable to the learner.

The tutor must be satisfied that the work produced is the learner's own and the learner must declare that the work is their own.

Supporting learners

Tutors/assessors are also responsible for supporting learners through the assessment process to ensure that they are able to create and redraft/revise work independently.

Tutors/assessors may:

- help the learner to understand the concept of work-related work, applied learning and vocational qualifications
- help the learner to understand how to prepare and present their evidence, including what constitutes plagiarism and other forms of cheating
- motivate the learner to work consistently through the qualification, including helping them work to deadlines
- encourage the learner to take the initiative in making improvements to their work, but stop short of telling them the detail of the improvements to make
- provide reference material; however, model or worked answers should not be copied by the learner.

CFC 13: Sharing learning experiences with children (Y/601/0109)

Assessment task – CFC13: Sharing learning experiences with children (Y/601/0109)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2, 3 and 4.

Introduction

A new nursery is about to open in your local area. It will provide care and education for children aged 0 to 5 years 11 months. The staff want to let parents know what the nursery has to offer. They have decided to hold an open day.

You have been asked to help them to produce information about ways that children learn.

Before you start, think carefully about how you will set out the information. Make sure that the information is clear for the parents.

Task 1

Design a poster on A4 paper. Include the following information:

- **two** ways that children learn
- ways that children use **each** of the following senses to find out about the world around them:
 - sight
 - touch
 - smell
 - taste
- reasons why it is important for children to investigate the world around them.

Task 2

Produce a chart like the one below on A4 paper. This will help parents to know about some of the stories and rhymes that children will enjoy at the nursery.

Make sure that the stories and rhymes are suitable for children under 5 years 11 months.

The information must include:

- the titles of three stories and three rhymes
- a sensory aid which could be used to help children to enjoy each story and rhyme that you have listed
- an example of how children can be encouraged to join in with each story or rhyme.

Story or rhyme	Sensory aid	Ways children can be encouraged to take part

Task 3

Produce drawings along with a brief description of ways the nursery may use the natural world to support children's learning. You must include:

- four objects from the natural world which are safe for children to handle
- a list of natural environments in the local area where children can be taken on visits
- a written description about how one of the areas can be used to develop children's curiosity.

Instead of drawings, you may use digital photographs of objects and natural environments to support your written work.

Task 4

Produce a leaflet for parents which includes the following information:

- a list of local organisations, services or people, which can help to provide experiences for children in your local area
- the benefits for children of finding out about the local community

- three examples of ways that the organisations, services or the people you have listed can help to broaden children's experiences.

CFC 14: Growth and development of young children (F/601/3408)

Assessment task – CFC 14: Growth and development of young children (F/601/3408)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2.

Introduction

Babies and young children grow and develop at an exciting rate. This unit will give you the opportunity to start to look at this and gain a basic understanding of growth and development.

Complete the following tasks. You may use drawings and pictures to illustrate your writing.

Task 1

Produce a booklet which provides information on the growth and development of young children from birth to 5 years 11 months. The booklet must include:

- an introduction which briefly describes the patterns and stages of development
- four factors which may influence a child's growth and development
- the importance of diet and exercise for children's growth and development.

Task 2

Produce information cards with ideas for supporting growth and development of young children from birth to 5 years 11 months.

Include the following information:

- three activity ideas which will promote children's physical development
- a brief description of ways to help children to develop their communication and language skills
- a description of ways to help children to play socially.

CFC 15: Human growth and development (A/601/3407)

Assessment task – CFC 15: Human growth and development (A/601/3407)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2.

Introduction

Read the following case study:

Grace is 82 years old. Grace lives alone as her husband died two years ago. Grace has lived an active life but has recently suffered a stroke. She has made good progress and is hoping to return home after a time in hospital. Grace's daughter lives close by, so she will help her by preparing meals and doing jobs around the house.

Before Grace is discharged from hospital, a specialist nurse assesses how well she will manage at home. She asks questions about Grace's physical, intellectual, emotional and social development.

Task 1

Draw a pathway to represent Grace's life. Starting from babyhood, show the five main stages that she has experienced during her lifetime.

Produce a chart like the one below and write the meaning of each area of development.

Area of development	Meaning
Physical	
Intellectual	
Emotional	
Social	

Task 2

Produce written work which gives information on the factors which may have affected Grace's development during her lifetime. Include the following:

- three factors which may have affected Grace's physical growth
- three circumstances or life events which may have affected Grace's emotional and social wellbeing
- a brief description of the effects of ageing that Grace may have experienced in the last 20 years.

Factors may include positive (good) effects or negative (bad) effects on Grace's physical growth.

CFC 9: Respecting and valuing children (M/601/0116)

Assessment task – CFC 9: Respecting and valuing children (M/601/0116)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2 and 3.

Introduction

You are intending to apply to a local authority for a holiday job in a children's play scheme. You have discussed this with your tutor, and they have advised you that you will probably be asked a question about the importance of respecting and valuing children as individuals.

Task

Prepare the following information before your interview:

- ways to value children as individuals
- reasons why children should be respected as individuals
- ways that you would communicate with children to make them feel that they are valued
- a brief description of how you would behave which will show respect and that you value children
- organisations which work to promote the rights of children.

CFC 10: Children's play and leisure activities in the community (T/601/0117)

Assessment task – CFC 10: Children's play and leisure activities in the community (T/601/0117)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2 and 3.

Introduction

Your local council has invited learners to enter a competition to provide information about the play and leisure activities which are available for children in your community.

Produce a folder which contains the following:

Think about how you set out the information. Make sure that the information is clear for parents and children.

Task 1

Produce an A4 poster about the local play and leisure facilities for children, which could be displayed in schools, children's centres and libraries. You must include:

- a list of four local organisations which provide play and leisure activities
- a minimum of four examples of the play and leisure activities, include indoor and outdoor activities.

Task 2

Produce a chart on A4 paper, like the one below, which could be given out to parents. The chart will give parents information on the benefits for children taking part in the play and leisure activities.

You must state ways that each of the following areas of development is supported and promoted when children take part in the play and leisure activities.

Area of development	Ways that children's development is supported and promoted
Physical	
Social and emotional	
Speech, language and communication	

Task 3

Produce information for the council which gives information on the role of adults in supporting play and leisure activities. You must include:

- a brief description of ways that adults will support the children taking part in the play and leisure activities
- a minimum of two factors which may prevent children from taking part in the play and leisure activities
- a brief description of how adults can include children, who have special educational needs or disabilities (SEND), in play and leisure activities.

CFC 16: Preparing for your next steps (L/601/0110)

Assessment task – CFC 16: Preparing for your next steps (L/601/0110)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2, 3 and 4.

Introduction

You are preparing for your own career goals. To do this you will explore your next steps towards training or employment.

Prepare a folder which contains the following information:

Task 1

Find out about different careers which interest you. Produce a chart like the one below on A4 paper. Write down the information that you have found out about each career. You must include:

- information about possible different career goals
- a description of next steps you could take to achieve your personal career goals
- the barriers which could prevent you from achieving your personal career goals.

My career goals	Steps to take toward my career goals	Barriers which may prevent me from reaching my career goals

Task 2

Find out about the opportunities for training and for work for your own personal career goals. Produce a document which includes:

- where you can find out information about training or employment relating to your personal career goal
- opportunities for training which will help you toward your career goal
- a brief description of work opportunities relating to own career goals.

Task 3

Produce a booklet which contains information about yourself. Include in the booklet:

- a brief description of your own skills
- personal information which you will need to include on a curriculum vitae (CV) or an application form
- a description of the skills and knowledge which you will need for your identified career path.

Task 4

Extend your booklet from Task 3 to include useful information about the recruitment process. Your information must include:

- the steps you must take in the recruitment process
- a description of why it is important for you to be well prepared for an interview.

CFC 17: Supporting babies to play (J/601/3409)

Assessment task – CFC 17: Supporting babies to play (J/601/3409)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2 and 3.

Introduction

A parent and baby group has been set up in your local community. You have been asked to contribute to information for parents about the ways babies' development is supported by play and the role of the adult in babies' play.

Task 1

You may use drawings and writing to provide the following information:

- ways that babies' development is supported in the following areas:
 - physical
 - social and emotional
 - intellectual and language
- examples of how babies' individual needs can be supported through play.

Task 2

Produce a chart like the one below on an A4 sheet of paper. On your chart write information about play activities for babies. Include information on the following:

- activities suitable for babies in each of the age groups listed
- suitable resources to support each of the play activities that you have identified
- the benefits for babies of each of the play activities you have identified.

Age group of baby	Activities for babies	Resources	Benefit for babies
Birth to 3 months			
4 months to 7 months			
8 months to 11 months			
12 months to 15 months			

Task 3

Produce information for parents on the adult's role to provide play activities for their babies. You must include:

- the adult's role to ensure that babies can play safely
- examples of ways that adults can encourage their baby to play.

CFC 21: Science activities for young children (D/602/2388)

Assessment task – CFC 21: Science activities for young children (D/602/2388)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2, and 3.

Introduction

Helping young children to find out about the world around them is a very important aspect of their development. Understanding how activities and science can be linked will enable the parent or carer to provide valuable activities for the children that they are with.

You have been asked to produce the following information to support parent/carers:

Task 1

- List science activities suitable for children aged:
 - 18 months to 2 years
 - 3 years to 5 years 11 months.
- Describe a science activity for each age range.
- List the resources needed to carry out the science activity for each age range.
- Identify the possible health and safety risks for the science activities listed.

You may choose to present your evidence in chart form, similar to the one below:

Age	Science activity	Description of activity	Resources needed for activity	Possible health and safety risks
18 months to 2 years				
3 years to 5 years 11 months				

Task 2

- Identify the support a child may need when carrying out the science activities previously listed.
- Identify what you would expect the child to learn from each activity you have listed in Task 1.

CFC 22: Technology activities for young children (R/602/2386)

Assessment task – CFC 22: Technology activities for young children (R/602/2386)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2.

Introduction

Technology is an increasingly important part of a child's world. Young children's skills development can be supported by using simple technology.

You have been asked to produce an information leaflet to help parents/carers to know more about activities that involve technology for young children.

Think carefully about how you will set out your information. Make sure that the information is clearly presented.

Task

- List technology toys or activities suitable for the following aged children:
 - babies under 12 months
 - young children 1 to 2 years
 - young children 3 to 5 years 11 months.
- Identify the benefits for the child for an activity in each age range.
- List the expected learning for the young child from technology toys or activities listed for each age range.
- Identify how technology toys and activities support the following development in the young child:
 - physical
 - intellectual
 - language.

CFC 23: Musical activities for young children (D/602/2391)

Assessment task – CFC 23: Musical activities for young children (D/602/2391)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2.

Introduction

Young children enjoy rhythm, movement and singing. Musical activities or games are not only fun, but they give the young child a chance to express themselves. Very young children will often automatically enjoy banging, so providing stimulating musical activities or games helps the child/children's all-round development.

You have been asked to provide information for parents and/or carers about musical activities for young children.

Task 1

Produce a booklet which gives the following information:

- list musical activities suitable for the following aged children and their benefits:
 - babies under 6 months
 - young children 1 to 2 years
 - young children 3 to 5 years 11 months.

You may choose to present your information in chart form, similar to the one below.

Musical activities suitable for the following aged children	
Age of young child	Benefits for the child for each activity listed
Babies under 6 months	
Young children aged 1 to 2 years	
Young children aged 3 to 5 years	

Task 2

This task gives you the chance to make a musical activity or musical game for a young child:

- Plan how to make a musical activity or musical game for a young child.
- Write a description of how to make your musical activity or musical game.
- In your plan, write down what you see as the value of your chosen musical activity or musical game.
- Identify the learning that could take place for young children when taking part in your musical activity or game.

You may choose to present your plan in the following chart form, similar to the one below:

Music activity plan
Name of musical activity or musical game:
Age range that your musical activity or musical game is planned for:
Description of how to make your musical activity or musical game:
The value of your chosen musical activity or musical game:
The learning that could take place for young children when taking part in musical activity or musical game:

CFC 24: Practical health and safety when with young children (H/602/2389)

Assessment task – CFC 24: Practical health and safety when with young children (H/602/2389)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2, and 3.

Introduction

The health and safety of young children is very important. It is the responsibility of the adult who is caring for the young child to ensure their safety and be able to assess the risk in all situations.

You have been asked to provide the following information for parents/carers of young children. This is to be used in a guidance document which has the title of 'Practical Health and Safety when with Young Children'.

Task

Section 1a) Health and Safety Symbols on Children's Toys and Equipment:

- Carry out an investigation to find out about health and safety guidance, symbols or instructions which are found on young children's equipment and toys.

Section 1b) Health and Safety Instructions on Cleaning Materials:

- Look around the house or on the supermarket shelves and produce information about the health and safety instructions on cleaning materials.

Section 1c) Children's Safety in the Street or Park:

- Identify health and safety rules, guidelines or instructions when taking children out:
 - into the street
 - to the park.

You may present your information in chart form, similar to the one below:

	Safety rules	or Safety guidelines	or Safety instructions
When taking children into the street			
When taking children to the park			

Section 2 of your guidance document has the title of - Know about health and safety equipment:

- List possible hazards to young children in the home.
- Identify safety features to ensure young children stay safe in the home.

- Identify safety equipment or controls which help to keep young children safe:
 - when going out for a walk
 - when in a car
 - when in a children's playground.

Section 3 of your guidance document has the title of – Know about fire safety:

- List fire safety equipment that is recommended to be in a house.
- List possible fire hazards to young children and adults in a house.
- Identify own action to maintain a young child's safety if there was fire in the house.

CFC 25: Finding out about Forest Schools (J/602/2384)

Assessment task – CFC 25: Finding out about Forest School (J/602/2384)
This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2, 3 and 4. Introduction Children enjoy learning in a variety of settings. Learning takes place wherever the child is, sometimes indoors, and on other occasions outside looking at and learning about the things that are around them. Forest Schools give the opportunity to provide unique learning experiences for children. You have been asked to find out about Forest Schools. Before you start, think carefully about where you will find out about Forest Schools and how you will present the information that you find. Task 1 Design a poster on A4 paper which clearly identifies the main features that can be found in a Forest School.
Task 2 Produce an information booklet using A4 paper which will give more information about Forest Schools. Include the following: • List different types of outdoor environments where children can explore. • Describe one chosen outdoor environment where children could learn. • Write down any safety issues for children which may occur in your chosen environment.
Task 3 Produce an activity plan which will help children learn from your chosen outdoor environment: • Write a description of a project that children can carry out. • Prepare a list of learning that could take place. • Make a list of the skills that children could develop.
Task 4 Using the information in your activity plan, make a list of benefits to children of learning in an outdoor environment.

CFC 26: Craft activities for young children (M/602/2900)

Assessment task – CFC 26: Craft activities for young children (M/602/2900)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2 and 3.

Introduction

Craft activities help young children to develop a range of skills. They also support the young child's development physically, emotionally, socially and intellectually. Health and safety is an important thing to understand when preparing for these activities.

Prepare the following information and present it clearly. You may choose to write it as a booklet or information sheet.

Task 1

- Prepare a list of craft activities suitable for the following aged children:
 - babies over 6 months
 - young children 1 to 2 years
 - young children 3 to 5 years 11 months.
- Write a description of a craft activity for each age range.
- State briefly what the benefits of each activity described are for the young child.
- Write what would be the expected learning for the child in each craft activity.

Task 2

- Produce a list of the health and safety risks that need to be considered when providing craft activities for young children.
- Identify how to deal with the health and safety risks in relation to craft activities.
- Identify the support a young child may need when carrying out craft activities in relation to health and safety.

You may present your information in a chart form, similar to the one below:

List of health and safety risks when providing craft activities for young children	How to deal with the health and safety risks in relation to each craft activity listed	The support a young child may need when carrying out each craft activity in relation to health and safety

CFC 27: Understanding learning and development through play (A/504/0211)

Assessment task – CFC 27: Understanding learning and development through play (A/504/0211)

This assessment task has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2 and 3.

Introduction

Play is a very important part of early learning. A positive environment with stimulating activities and experiences can help children to learn and develop.

Task 1

To show understanding of how play can be part of young children's daily activities, the local pre-school has asked you to design a poster for them. The poster needs to:

- identify features of a setting that contribute to a positive learning environment
- state how these features might help children to learn through the use of play activities and strategies.

Task 2

Think about some of the activities and experiences children at the pre-school may enjoy.

- Outline how play can help children's learning in each of the following developmental areas:
 - physical
 - intellectual
 - language
 - emotional
 - social.

You may wish to present your information in chart form, similar to the one below:

	Add ways in which play can help children's learning for each listed below
Physical	
Intellectual	
Language	
Emotional	
Social	

Task 3

All children should be given the opportunity to enjoy meaningful play opportunities which avoid stereotyping. It is a legal requirement to provide materials, resources and activities to challenge discrimination. (The Equality Act 2010).

To show your understanding:

- Give an example of stereotyping in play.
- Identify how a given set of materials, resources or activities can challenge stereotyping and discrimination by promoting inclusion and equality in the early years setting.

You may wish to present your information in chart form, similar to the one below:

Description of material, resources or activity	How does it challenge stereotyping	How does it challenge discrimination

TDA 2.2: Safeguarding the welfare of children and young people (K/601/3323)

Assessment task – TDA 2.2: Safeguarding the welfare of children and young people (K/601/3323)
Assessment requirements specified by a sector or other appropriate body Safeguarding the welfare of children and young people is a high priority in our society today. To develop an awareness of this important area, collect information and prepare an information booklet for use within a parent and toddler group. Task 1 links to LO1 and LO3 AC1.1, AC1.2, AC3.1, AC3.2, AC3.3, AC3.4, and AC3.5. For Section 1 of your booklet gather evidence that shows that you can: • identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety • describe the roles of different agencies involved in safeguarding the welfare of children and young people • identify the characteristics of different types of child abuse • describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies • describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or may be at risk of harm, abuse or bullying • describe the actions to take in response to concerns that a colleague may be: ○ failing to comply with safeguarding procedures ○ harming, abusing or bullying a child or young person • describe the principles and boundaries of confidentiality and when to share information. Task 2 links to LO2, AC2.1, AC2.2, AC2.3 and AC2.4. For Section 2 of your booklet gather evidence that shows that you can: • identify the signs and symptoms of common childhood illnesses • describe the actions to take when children or young people are ill or injured • identify circumstances when children and young people might require urgent medical attention • describe the actions to take in response to emergency situations including: ○ fires ○ security incidents ○ missing children or young people.

CFC 18: Investigating a vocational area (T/600/3250)

Assessment task – CFC 18: Investigating a vocational area (T/600/3250)
This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2. Introduction This unit provides you with the opportunity to find out about a vocational area which interests you. Produce information relating to this chosen area. This information will help you when you apply for a higher-level qualification, further training or work within the vocational area. Task 1 Select a vocational area which interests you and carry out an investigation to find out about its structure and purpose. Produce information which includes: • the characteristics of the vocational area • own reasons for interest in a specific vocational area.
Task 2 Produce a written presentation which provides more detailed information about the job roles within your chosen vocational area. Your presentation must include: • the sources of information which you have used to find out about the vocational area • a description of three job roles associated with the vocational area • a description of the skills, knowledge and personal qualities which are required for each of the three job roles you have already described • an explanation on how you meet the job specification for one of the job roles.
Task 3 Produce a written plan on ways that you can develop your own skills for the chosen job role. The plan must include: • an assessment of your own skills, knowledge and personal qualities relevant for the chosen role • an assessment of areas for your own development • an action plan for developing your own skills and knowledge for the chosen job role.

CFC 19: Self-development (A/600/3735)

Assessment task – CFC 19: Self-development (A/600/3735)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2, 3, 4 and 5.

Introduction

This unit is about your self-development and how it influences your future choices. Producing information about your own strengths and achievements and planning for further improvements will help you to prepare for your future education and/or career.

Prepare a folder which contains the following information:

Task 1

You may choose from the list of recommended assessment methods to produce information about your self-development. Include the following:

- a description of two personal achievements and ways that you achieved each one
- a description of two personal interests and ways that you pursue each one
- a description of how each achievement and interest has contributed to your personal development and situation.

Task 2

Produce information about your strengths, areas for future development **and** how your strengths and abilities can be transferred. Include the following:

- information about your strengths:
 - your own skills, qualities and abilities
 - how important your skills, qualities and abilities are for your future life, work and training
- information on areas for improvement:
 - areas identified for improvement
 - why the areas identified need to be improved
 - ways the areas identified can be improved
- information on ways that you can use your skills and abilities:
 - ways that your qualities and abilities can transfer to future learning, training or career choice.

Task 3

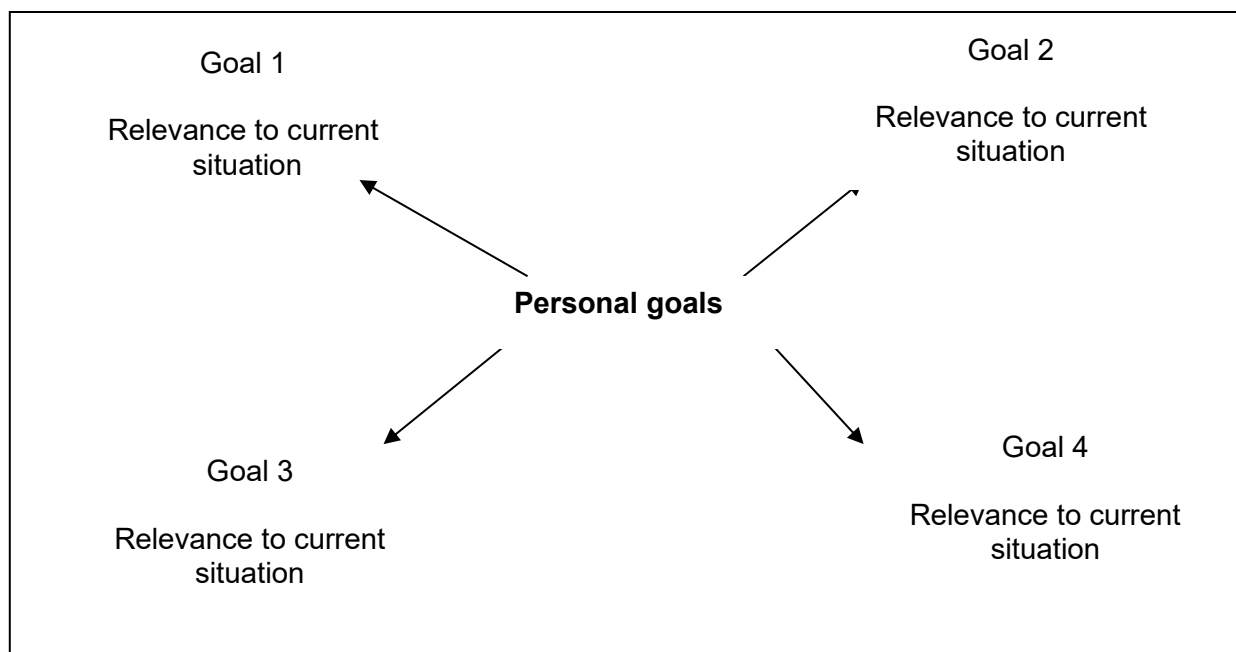
You may choose from the list of assessment methods to produce information about ways that you learn. Include the following:

- the characteristics of your own learning style
- ways that your education or career choices may be influenced by your preferred learning style.

Task 4

Produce a diagram like the one below on A4 paper. On the diagram, you must include:

- personal goals which take into account your skills, qualities, abilities and available opportunities
- a description of why each of the goals identified are relevant to your own current situation.



Task 5

Produce a chart like the one below. Use the chart to write your action plan which will enable you to achieve your personal goals identified in Task 4. You must include actions which are:

- Specific – clearly stating each goal **and** the actions to be taken towards each goal
- Measurable – a goal which you can identify the progress you have made
- Achievable – a goal which is realistic for your own situation
- Timed – with dates identified of when the actions towards each goal will be taken **and** a date when the goal will be achieved.

My personal goals	Actions towards my personal goals	Timescale for my actions	Review of progress toward my personal goals	When I expect to achieve my goal

Draw your chart on an A4 sheet which is landscape to enable you to fit in each piece of information.

HL1: Healthy living (F/502/0476)

Assessment task – HL1: Healthy living (F/502/0476)
This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2 and 3. Introduction This unit helps you to explore ways that you can improve your own health. Produce a personal log which includes information on healthy lifestyles and ways that you can contribute to improving your own healthy lifestyle. Task 1 Section 1 of your personal log will introduce the importance of a healthy lifestyle. Include the following: • a description of the key elements of a healthy lifestyle • reasons why a healthy lifestyle is so important.
Task 2 Section 2 of your personal log will identify activities to improve your own healthy lifestyle. Include the following: • at least three activities you can carry out which will contribute to your own healthy lifestyle • a witness testimony to show that you have carried out each of the activities.
Task 3 Section 3 of your personal log will contain a review of your activities. Include the following information: • a review of each of the activities • a description of what went well in each of the activities • a description of ways that each of the activities could be improved • a description of how each of the activities have helped to improve your own lifestyle • ideas for two more activities which could help to improve your lifestyle further.

CFC 20: Healthy eating for families (R/601/0108)

Assessment task – CFC 20: Healthy eating for families (R/601/0108)
This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1, 2, 3 and 4. Introduction A food magazine has asked learners, who are studying healthy eating, to contribute to the next publication. Produce information for the article which gives advice to families on all aspects of food. The advice should include information on nutrition and the safe preparation and storage of food. The article will be read by families from different cultures and with children who require special diets. Task 1 Produce writing and drawings to show your understanding of a healthy, balanced diet. You must include: • a list of the five main food groups • the meaning of the term ‘balanced diet’ • ways that a healthy balanced diet can affect a person’s health.
Task 2 Produce written work which will help families to understand the importance of good eating habits. Include the following: • a brief description of why it is important for families to eat together • advice to parents on ways that they can encourage children to choose healthy foods • an example of a healthy meal for children.
Task 3 Produce an A4 poster which gives information on food restrictions for religious groups and special dietary requirements. Your poster must include: • the food restrictions for people from four religious groups • a brief description of special dietary requirements for individuals • three common foods which can cause allergic reactions for individuals. You may use pictures or drawings to illustrate your work.
Task 4 Use writing and drawings to show your knowledge about ways to handle and store food safely. Include the following: • reasons why you must always wash hands before preparing food • one hazard relating to food storage • one hazard relating to food preparation • three ways to prevent the cross contamination of food.

CFC 1: Confidence building for the young child through play (T/601/3406)

Assessment task – CFC 1: Confidence building for the young child through play (T/601/3406)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2.

Introduction

Play is a vital part of a young child's life. Your role as the carer is to support the child to have a great time and really enjoy themselves, and also enable their confidence and self-esteem to develop. The tasks will allow you to show your understanding of this important part of caring for the young child.

Task 1 links to AC1.1 and AC1.2.

- List three play activities that would help to build the child's confidence. Your activities could be for indoor or outdoor play.

1. _____

2. _____

3. _____

- Outline briefly the way you would support a young child as they gain confidence in an activity.

1. _____

Task 2 links to AC2.1 and AC2.2.

Playing with puppets is an activity that could help a young child to express their feelings.

Complete the chart below with your chosen activity and state how a carer's interaction could help to build a child's self-esteem.

Play activity	State how the carer's interaction would help to build a child's self-esteem
Example Playing with puppets	One of the following would be sufficient to meet the AC: • The carer may clap a performance with the puppet. • The carer may answer a question asked by the puppet. • The carer may smile to show they are enjoying the puppet activity. • The carer may say that was 'brilliant, well done'. Give praise and encouragement.

CFC 2: Listening to and talking with a young child (F/601/0119)

Assessment task – CFC 2: Listening to and talking with a young child (F/601/0119)

This assessment has been designed to meet all assessment criteria (AC) for learning outcomes (LOs) 1 and 2.

Introduction

Giving a young child your full attention when they are talking with you and allowing them time to fully say what they want to say is vital to encourage their language development. The tasks will give you the opportunity to show that you understand this and how you could support and encourage the child.

Task 1 links to AC1.1 and AC1.2.

A young child is talking to you. List two ways that you can respond to show a child that you are actively listening to what they are saying. An example is given for you.

Example: I could smile to show approval to the child.

1. _____
2. _____

Task 2 links to AC2.1, AC2.2 and AC2.3.

Complete the following table with:

- two further play activities which would encourage a two-year-old child to develop their talking and listening skills
- state your role or the role of the adult in the activities
- identify the active role taken by the child in the activity.

	Listening and talking activities with a two year old	Your role or the role of the adult in the activities	The active role taken by the child
Example	Singing actions songs and rhymes	Encourage the child to join in with the words and actions of simple rhymes, for example, Incy Wincy spider	The child will listen to the song and join in the action and attempt to sing starting with one or two words
1			
2			

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