



**NCFE CACHE Level 3 Applied General Award
for Early Years, Childcare and Education
(603/2987/7)**

**NCFE CACHE Level 3 Applied General
Certificate for Early Years, Childcare and
Education (603/2988/9)**

March 2023

Assessment code: AGAEYCE

Mark Scheme

V2.0 Post-Standardisation

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

The purpose of this mark scheme is to give you:

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

Marking guidelines

General guidelines

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

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

Guidelines for using extended response marking grids

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

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

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

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

Assessment objectives

This unit requires learners to:

A01	Recall knowledge and show understanding.
A02	Apply knowledge and understanding.
A03	Analyse to demonstrate knowledge of concepts and theories.

Qu	Mark scheme	Total marks
1 (a)	<p>Amelia will attend different early years settings for work placement during the course.</p> <p>Identify one (1) early years setting Amelia could attend for work placement.</p> <p>Award one mark for the identification of an appropriate childcare setting.</p> <p>For example:</p> <ul style="list-style-type: none"> • day nursery (1) • childminder (1) • primary school (nursery/reception) (1) • private nursery school (1) • crèche (1) • pre-school playgroup (1). <p>Accept other suitable responses.</p>	<p>1</p> <p>AO1=1</p>
1 (b)	<p>Amelia has been learning about childcare services that the voluntary sector offers.</p> <p>Identify the two (2) other sectors that offer childcare services.</p> <p>Award one mark for each sector accurately identified:</p> <ul style="list-style-type: none"> • private sector (1) • statutory sector (1). 	<p>2</p> <p>AO1=2</p>
2 (a)	<p>Before starting her work placement, Amelia will learn about the professional behaviours that childcare practitioners must demonstrate, such as good time-keeping and being observant.</p> <p>Describe one (1) way childcare practitioners can demonstrate good time-keeping and briefly explain a consequence of childcare practitioners not demonstrating good time-keeping.</p> <p>Award one mark for a description of how childcare practitioners can demonstrate good time-keeping and, one mark for a brief explanation of a consequence of childcare practitioners not behaving in this way (1x1).</p> <p>For example:</p>	<p>2</p> <p>AO2=1</p> <p>AO3=1</p>

	<ul style="list-style-type: none"> • time-keeping- childcare practitioners should arrive at the setting to start their shift on time (AO2=1). The setting will be understaffed if childcare practitioners are not available which may result in Ofsted / regulatory body taking legal action against the setting in the event of an accident (AO3=1) • time-keeping- childcare practitioners should return to work on time after lunch breaks (AO2=1). If there are not enough childcare practitioners available to support the children, then children may struggle to take part in a routine and their confidence could be negatively affected (AO3=1) • time-keeping- childcare practitioners should return at an agreed time if they leave the room (AO2=1). If they return late children could be put at risk from a lack of supervision which could result in children’s safety being compromised (AO3=1). <p>Accept other suitable responses.</p>	
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<p>2 (b)</p>	<p>Describe one (1) way childcare practitioners can be observant and briefly explain a consequence of childcare practitioners not being observant.</p> <p>Award one mark for a description of how childcare practitioners can be observant and, one mark for a brief explanation of a consequence of childcare practitioners not behaving in this way (1x1).</p> <p>For example:</p> <ul style="list-style-type: none"> • being observant- childcare practitioners should notice behaviour that is out of character for children (AO2=1). If the childcare practitioner doesn’t notice changes, they can’t work towards seeking support for the child to ensure that their emotional well-being is supported (AO3=1) • being observant- childcare practitioners should notice when a child is not yet achieving a milestone in their development (AO2=1). If childcare practitioners do not notice a child is not meeting their milestones the child may fall further behind and not meet expected milestones (AO3=1) • being observant- childcare practitioners should see areas of the nursery that are not used by the children (AO2=1). The childcare practitioner will miss opportunities for children to access activities and resources to support their learning and development if they do not see what is being accessed by children (AO3=1). <p>Accept other suitable responses.</p>	<p>2 AO2=1 AO3=1</p>
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3	<p>Amelia will work as part of a team during her work placement.</p> <p>Briefly explain how sharing information supports effective teamwork in a childcare setting.</p> <p>Award one mark for the explanation of how sharing information supports effective teamwork.</p> <p>For example:</p> <ul style="list-style-type: none"> • sharing information- helps avoid two childcare practitioners using their time to complete something already assessed or completed which enables the childcare practitioner to focus on other tasks (1) • sharing information- ensures that all childcare practitioners within the team have the same information which makes sure that there is a consistent approach at the childcare setting (1) • sharing information- aids understanding of the childcare practitioner’s knowledge of children’s individual needs as a holistic view of the child can be seen from information gained from different perspectives (1) • sharing information- is important for students who may not be able to act on the information in the way that they could as qualified practitioners, so it is important that the correct person is given the information (1). <p>Accept other suitable responses.</p>	<p>1</p> <p>AO3=1</p>
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4	<p>Amelia has been learning about the 9 team roles identified in Belbin’s theory.</p> <p>Belbin describes a strength of the ‘shaper’ team role as ‘pushing to get results’.</p> <p>Name one (1) other team role Belbin identified and describe the strength of this team role.</p> <p>Award one mark for naming another team role identified in Belbin’s theory, and one mark for an accurate description of the strength of this role (1x1).</p> <p>For example:</p> <ul style="list-style-type: none"> • plant (AO1=1)- generates ideas and solves difficult problems (AO2=1) • completer finisher (AO1=1)- searches out errors and polishes imperfections (AO2=1) • implementer (AO1=1)- organises work to be done is reliable and practical (AO2=1) 	<p>2</p> <p>AO1=1</p> <p>AO2=1</p>
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	<ul style="list-style-type: none"> • monitor evaluator (AO1=1)- strategic and discerning (AO2=1) • team worker (AO1=1)- cooperative and listens to others to avert friction (AO2=1) • co-ordinator (AO1=1)- confident, clarifying goals and identifying talent (AO2=1) • resource investigator (AO1=1)- enthusiastic, explores opportunities and develops contacts (AO2=1). <p>Accept other suitable responses.</p> <p>NB: Do not accept Shaper as this is in the question.</p>	
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5	<p>During her work placement, Amelia will maintain children’s safety.</p> <p>Identify and describe two (2) ways Amelia can maintain children’s safety in the childcare setting.</p> <p>Award one mark for the identification of each way Amelia can maintain children’s safety in the childcare setting, up to a maximum of two marks and one mark for an accurate description of each way Amelia can maintain children’s safety, up to a maximum of two marks (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • complete risk assessments (AO1=1) to ensure that any risks to children’s safety are identified and measures are introduced to protect children from injury and harm (AO2=1) • clean play equipment (AO1=1) to minimise the spread of bacteria and protect children from becoming unwell (AO2=1) • supervise children during outside play (AO1=1) to monitor children’s behaviour and ensure that children do not play roughly causing injury (AO2=1) • tidy equipment (AO1=1) to ensure that there are no trip hazards that could cause an injury (AO2=1) • check for food allergies (AO1=1) this will prevent children from having an allergic reaction and becoming unwell or risk their life (AO2=1) • ensuring that gates and doors are locked (AO1=1) to make sure that strangers cannot gain access to the childcare setting and put the children at risk (AO2=1) • maintain correct adult to child ratios (AO1=1) which will safeguard children as they are adequately supervised (AO2=1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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6	<p>The childcare practitioners write policies to inform practice at the childcare setting.</p> <p>Identify one (1) safety policy Amelia must follow during her work placement.</p> <p>Award one mark for a relevant policy.</p> <p>Policies that keep children safe may include:</p> <ul style="list-style-type: none"> • arrival or collection (1) • outdoor play (1) • risk assessment (1) • safeguarding (1) • fire safety (1) • health and safety (1) • sickness (1) • toileting or nappy (1) • food safety (1) • behaviour (1) • medication (1) • confidentiality (1). <p>Award for any other relevant policy.</p> <p>N.B Do not accept titles of legislation.</p>	<p>1</p> <p>AO1=1</p>
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7	<p>Analyse why Amelia must follow the setting’s policies and procedures during her work placement.</p> <table border="1" style="width: 100%;"> <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;">9–12</td> <td> <p>Application of knowledge related to why Amelia must follow the setting’s policies and procedures when carrying out her work placement is appropriate and accurate and shows clear understanding and relevance to the context.</p> <p>Analysis to demonstrate understanding of the selected theory is detailed and highly effective. Clear links are made to children’s development and conclusions drawn.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5–8</td> <td> <p>Application of knowledge related to why Amelia must follow the setting’s policies and procedures when carrying out her work placement is mostly appropriate, showing some clear understanding. There may be a few errors or a lack of clarity.</p> <p>Analysis to demonstrate understanding of the selected theory is mostly relevant. Some clear</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3	9–12	<p>Application of knowledge related to why Amelia must follow the setting’s policies and procedures when carrying out her work placement is appropriate and accurate and shows clear understanding and relevance to the context.</p> <p>Analysis to demonstrate understanding of the selected theory is detailed and highly effective. Clear links are made to children’s development and conclusions drawn.</p>	2	5–8	<p>Application of knowledge related to why Amelia must follow the setting’s policies and procedures when carrying out her work placement is mostly appropriate, showing some clear understanding. There may be a few errors or a lack of clarity.</p> <p>Analysis to demonstrate understanding of the selected theory is mostly relevant. Some clear</p>	<p>12</p> <p>AO2=6</p> <p>AO3=6</p>
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3	9–12	<p>Application of knowledge related to why Amelia must follow the setting’s policies and procedures when carrying out her work placement is appropriate and accurate and shows clear understanding and relevance to the context.</p> <p>Analysis to demonstrate understanding of the selected theory is detailed and highly effective. Clear links are made to children’s development and conclusions drawn.</p>									
2	5–8	<p>Application of knowledge related to why Amelia must follow the setting’s policies and procedures when carrying out her work placement is mostly appropriate, showing some clear understanding. There may be a few errors or a lack of clarity.</p> <p>Analysis to demonstrate understanding of the selected theory is mostly relevant. Some clear</p>									

		links are made to children’s development and there are attempts to draw conclusions.
1	1–4	Application of knowledge related to why Amelia must follow the setting’s policies and procedures when carrying out her work placement is limited and may show a lack of understanding. There may be a number of errors. Analysis to demonstrate understanding of the selected theory lacks detail and may have limited effectiveness and relevance. Links may be made to children’s development but are often inappropriate and attempts to draw conclusions are seldom successful.
	0	No relevant material.

Indicative content

Analysis of why Amelia must follow the policies and procedures during her work placement may include:

AO2

- to make sure Amelia knows what to do in an emergency such as a fire alarm
- to safeguard children who might be at risk
- parents / carers may have chosen the setting due to the policies and procedures
- children receive consistent care in the work placement
- to prevent children being injured or harmed
- provides Amelia with confidence

AO3

- to make sure that Amelia keeps the children and herself safe by responding to and reporting accurately emergencies that occur in the nursery
- to make sure that children receive the correct care and that she does not overlook a safeguarding concern that could put the child at risk of harm or in danger
- parents’ / carers’ trust in Amelia will be impacted as their child is exposed to unsafe or inappropriate procedures which will result in damage to relationships and partnership working
- children could be confused and not know how to behave which impacts on their ability to play and learn safely
- acting outside of the policy could result in disciplinary action being taken against her if children are injured or harmed
- children will feel at ease and aware of expectations impacting on their emotional security and well-being.

Accept other suitable responses.

8	<p>Amelia has been learning about the development of children aged 2 years.</p> <p>(i) Identify one (1) milestone in language development children have usually reached by the age of 2 years.</p> <p>(ii) Identify one (1) milestone in emotional development children have usually reached by the age of 2 years.</p> <p>Award one mark for the language milestone, and one mark for the emotional milestone, up to a maximum of two marks.</p> <p>For example:</p> <p>Language milestones:</p> <ul style="list-style-type: none"> • uses telegraphic speech (1) • speaks over 200 words (1) • omits opening consonants (1) • wants to share conversations (1) <p>Emotional milestones:</p> <ul style="list-style-type: none"> • beginning to express how they feel (1) • impulsive (1) • clingy and dependent at times (1) • eager to try new experiences (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p>
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9	<p>The practitioners in the childcare setting Amelia will attend provide meals and snacks for the children.</p> <p>Discuss ways that diet and nutrition can affect children’s development.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td> <p>A wide range of relevant knowledge and understanding of ways that diet and nutrition can affect children’s development is shown, which is accurate and detailed.</p> <p>Application of knowledge of ways that diet and nutrition can affect children’s development is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of the relationship between diet, nutrition and</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3	5–6	<p>A wide range of relevant knowledge and understanding of ways that diet and nutrition can affect children’s development is shown, which is accurate and detailed.</p> <p>Application of knowledge of ways that diet and nutrition can affect children’s development is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of the relationship between diet, nutrition and</p>	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p>
Level	Marks	Description						
3	5–6	<p>A wide range of relevant knowledge and understanding of ways that diet and nutrition can affect children’s development is shown, which is accurate and detailed.</p> <p>Application of knowledge of ways that diet and nutrition can affect children’s development is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of the relationship between diet, nutrition and</p>						

		<p>development is detailed and highly effective. Clear links are made.</p>
2	3–4	<p>A range of relevant knowledge and understanding of ways that diet and nutrition can affect children’s development is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge of ways that diet and nutrition can affect children’s development is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Discussion to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p>
1	1–2	<p>A limited range of relevant knowledge and understanding of ways that diet and nutrition can affect children’s development is shown but is often fragmented.</p> <p>Application of knowledge of ways that diet and nutrition can affect children’s development is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>
	0	No relevant material.

Indicative content

A discussion of the ways diet and nutrition can affect children’s development may include:

AO1

- physical growth
- weight gain
- weight loss
- lack of energy
- lots of energy
- behaviour changes
- short-term health conditions
- long-term health conditions
- nutritional deficiencies
- no nutritional deficiencies
- healthy development

AO2

- can determine at what rate a child grows and develops physically
- if a child is given food that is high in fat this can increase weight gain
- if a child is fed insufficient quantity or quality of food, they will lose weight
- foods that are not nutritionally rich provide insufficient energy for the body to properly function
- food that is nutritionally varied provides a good source of energy for the body that supports an active lifestyle
- child may be unable to learn as distracted by hunger
- sugar highs may impact and change child's behaviour
- children may lack essential nutrients that may hinder the body's ability to fight off infection
- children may develop cardiovascular conditions due to excessive weight gain
- children's immunity will be boosted, and they will be able to fight off disease
- children's bodies will have the fuel they need to develop healthily, for functions such as good eyesight

AO3

- affect the body which may mean the children cannot comfortably exercise which impacts the body's ability to maintain a healthy weight
- children who are underfed will have no energy from a lack of essential nutrients and vitamins and this can affect physical development and growth
- cognitive development may be affected as the child may be hungry at nursery and unable to concentrate to learn
- diets with high saturated fats can harm cognitive functioning and impact on learning and memory as the brain does not function at its best when fatty foods are consumed
- diets containing high levels of sugar can cause a post-food 'crash' leading to drops in energy, mood swings and behavioural changes which affect the child's ability to participate in learning which may limit effective learning and development
- being malnourished can contribute to long-term neural issues in the brain, which can impact on children's reactions to stress and emotional development
- a diet rich in vitamin D can support development of a healthy immune system, resulting in children being healthy and able to enjoy attending school and not missing out on learning because of ill health

	<ul style="list-style-type: none"> • if children eat a balanced diet, they will be less likely to become unwell and are able to participate in a range of activities to support their learning and development • consuming a wide range and number of vitamins and minerals in a diet will ensure that the body can develop its vital physical systems such as eyesight and the child can then see clearly. <p>Accept any other suitable response.</p>	
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<p>10</p>	<p>During her work placement, Amelia will support children’s daily routines.</p> <p>Identify two (2) daily routines carried out in childcare settings and describe how each routine supports children’s physical development.</p> <p>Award one mark for identification of each routine, up to a maximum of two marks and one mark for how each routine supports the physical development of children, up to a maximum of two marks (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • playing outside on bikes (AO1=1) provides an opportunity for children to have physical exercise, that helps support the maintenance of healthy body weight which keeps children fit and healthy (AO2=1) • sleep time (AO1=1) helps the body to repair itself and fight off infection and illness which can prevent a child from having the opportunity to develop their physical skills (AO2=1) • mealtimes (AO1=1) ensures that children have energy to participate in activities such as PE to promote their physical development (AO2=1) • snack time (AO1=1) provides opportunities for children to receive nutrients that will help their body to grow and develop muscle and bone strength (AO2=1) • playtime (AO1=1) provides activities such as water play which will help develop children’s fine motor skills (AO2=1) • weekly PE (AO1=1) children will strengthen their muscles as they use apparatus to climb and balance (AO2=1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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<p>11</p>	<p>During her work placement, Amelia will plan a singing activity for a group of children.</p>	<p>4</p>
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	<p>Identify two (2) areas of development a singing activity promotes in children aged 3 years and describe how the activity promotes each area of development.</p> <p>Award one mark for identification of each area of development and one mark for the description of how singing will promote the area of development up to a maximum of two marks (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • physical development (AO1=1) lip and tongue muscles will be strengthened when children are encouraged to participate in singing (AO2=1) • physical development (AO1=1) fine and gross motor skills will be developed as children use their bodies to carry out the actions and movements in action songs (AO2=1) • social development (AO1=1) sharing will be encouraged when children wait to have their turn to use props as part of the singing session (AO2=1) • social development (AO1=1) singing as part of a group will encourage children to work together when they are engaging in paired action songs such as ‘row, row, the boat’ (AO2=1) • emotional development (AO1=1) singing out loud releases feel-good hormones called endorphins that will help develop positive feelings in the child (AO2=1) • cognitive development (AO1=1) singing will help build memory in the child, as they recall lyrics and patterns of rhymes when singing (AO2=1) • cognitive development (AO1=1) using number songs or rhymes as part of singing will encourage the child to develop an understanding of mathematical concepts such as counting, and concepts such as more or less (AO2=1) • language development (AO1=1) singing similar words in songs repeatedly aids repetition and helps the child to pronounce words correctly (AO2=1) • language development (AO1=1) singing can widen a child’s vocabulary by introducing unfamiliar words that the child may not have previously heard (AO2=1). <p>Accept other suitable responses.</p>	<p>AO1=2</p> <p>AO2=2</p>
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<p>12</p>	<p>Amelia is learning that different factors affect children’s development.</p> <p>In Table 1 below, use ticks to identify three (3) biological factors that can affect children’s development.</p> <p>You must only tick three (3) boxes.</p> <p>Award one mark for identification of each biological factor.</p>	<p>3</p> <p>AO1=3</p>
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Birth order	✓	
Cystic fibrosis	✓	
Family		
Gender	✓	
Parental attachment		

13	<p>Explain two (2) reasons why Amelia must meet the individual needs of children when she is on placement in the childcare setting.</p> <p>Award one mark for each explanation of the reason why Amelia must meet the individual needs of children in the childcare setting, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • children are more likely to learn and develop at an effective rate if their needs are met (1) • children are more able to engage in an activity when the activity is responsive to their needs (1) • the current early years framework gives childcare settings / practitioners a responsibility to meet the individual needs of children (1) • meeting children’s needs ensures that children are treated as individuals and that they are given equal chance to join in with activities alongside their peers (1) • the Equality Act 2010 requires reasonable adjustments to be made and by meeting children’s individual needs childcare practitioners are implementing inclusive practice (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO3=2</p>
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14	<p>In college, Amelia has been studying social learning theory.</p> <p>Discuss ways that Amelia can be a positive role model for the children in her work placement.</p> <table border="1" style="width: 100%;"> <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> Application of knowledge of the ways that Amelia can be a positive role model for the children in her work placement is appropriate and accurate and shows clear understanding of resilience in children. Discussion to demonstrate understanding of the ways that Amelia can be a positive role model for the children in her work placement is </td> </tr> </tbody> </table>	Level	Marks	Description	3	5–6	Application of knowledge of the ways that Amelia can be a positive role model for the children in her work placement is appropriate and accurate and shows clear understanding of resilience in children. Discussion to demonstrate understanding of the ways that Amelia can be a positive role model for the children in her work placement is	<p>6</p> <p>AO2=3</p> <p>AO3=3</p>
Level	Marks	Description						
3	5–6	Application of knowledge of the ways that Amelia can be a positive role model for the children in her work placement is appropriate and accurate and shows clear understanding of resilience in children. Discussion to demonstrate understanding of the ways that Amelia can be a positive role model for the children in her work placement is						

			detailed and highly effective. Clear links are made.
	2	3–4	<p>Application of knowledge is mostly appropriate, showing some clear understanding of the ways that Amelia can be a positive role model for the children in her work placement. There may be a few errors.</p> <p>Discussion to demonstrate understanding of the ways that Amelia can be a positive role model for the children in her work placement is effective and mostly relevant. Some clear links are made.</p>
	1	1–2	<p>Application of knowledge of the ways that Amelia can be a positive role model for the children in her work placement is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Discussion to demonstrate understanding of the ways Amelia can be a positive role model for the children in her work placement lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>
		0	No relevant material.

Indicative content

Discussion of the ways that Amelia can be a positive role model for the children in her childcare placement may include:

AO2

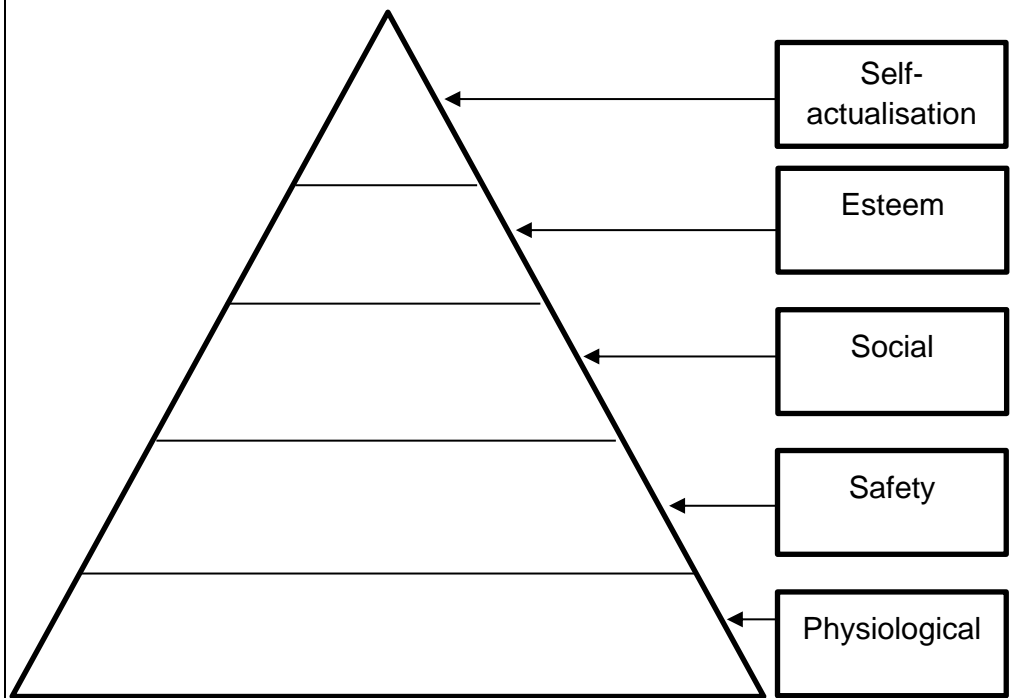
- during mealtimes Amelia should set a good example, by trying and eating healthy foods
- consistently carrying out daily routines such as tidying away, tucking chairs under tables
- use positive hygiene routines for example, washing their own hands properly with soap and water for at least 2 minutes before eating
- when talking and interacting with children and adults Amelia should listen and not interrupt them
- when referring to people from all cultures or religions within the setting, Amelia should express views which are not based on stereotypical or discriminatory ideas
- Amelia should reflect healthy and positive behaviours when in the setting’s buildings such as not smoking in front of children or using swear words

AO3

	<ul style="list-style-type: none"> • children look up to Amelia and seeing her try healthy foods they will imitate what they see but if Amelia shows disgust to certain foods children will remember this and take the same approach • consistently carry out routines such as tidying away, tucking chairs under tables, and ‘doing’ rather than ‘telling’ others what to do during this time will help children learn from Amelia’s example • using positive hygiene routines in a range of situations will subtly demonstrate the importance of hygiene which children will gradually take on board as they hold Amelia in high esteem and want to please her • repeatedly using positive communication skills when talking and interacting with children and adults, such as not interrupting when others are talking, models to children the way to communicate and reinforces positive behaviours • children imitate the words they hear so Amelia should share respectful views and correct terminology when talking about others and expressing views. <p>Accept other suitable responses.</p>	
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<p>15</p>	<p>Amelia learns that children in the childcare setting have experienced a range of transitions and are supported to develop resilience.</p> <p>Explain the meaning of the following terms in relation to children in the childcare setting:</p> <ol style="list-style-type: none"> 1. transition 2. resilience <p>Award one mark for each explanation, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • transition- the children starting to attend the nursery and leaving their parents / carers for the first time (1) • resilience- the children’s ability to recover quickly from difficulties when they want to achieve something that they are not yet able to do (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=2</p>
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<p>16</p>	<p>In college, Amelia is learning about Maslow’s hierarchy of needs.</p>	<p>4</p> <p>AO1=4</p>
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	<p>Figure 1 below shows levels of Maslow’s hierarchy of needs.</p> <p>Complete Figure 1. Choose four (4) terms from the terms list to label each of the four levels that are blank.</p> <p>Write one (1) term in each blank box.</p> <p>Award one mark for each correctly labelled level of the pyramid that is used to illustrate Maslow’s hierarchy of needs theory, up to four marks.</p> 	
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<p>17</p>	<p>Amelia observes positive attachments between the children in the setting and their parents / carers.</p> <p>Describe three (3) signs of positive attachment in children.</p> <p>Award one mark for each sign of positive attachment in children, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • a young baby will respond positively to parents’ / carers’ smiles, with a facial expression or a movement (1) • the child will seek or ask for support from a parent / carer when upset or needing help or reassurance during arrival or departure at the setting (1) • the child can be seen to enjoy the company of their parents / carers and is relaxed and at ease when communicating with them during times when the parent / carer is at the setting (1) 	<p>3 AO2=3</p>
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	<ul style="list-style-type: none"> • the child is pleased to see their parent / carer at the end of a session and body language conveys that they are pleased to be reunited (1) • the child can delay gratification and is able to wait without becoming anxious or upset (1) • the child is confidently independent, they are confident, ready to explore and adapt to new situations (1) • the child is generally not concerned or worried by the presence of other children. They are empathetic, and able to remain relatively balanced emotionally throughout social interactions (1). <p>Accept other suitable responses.</p>	
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18	<p>Discuss how positive primary attachment with parents / carers can impact on children’s emotional development.</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">7–9</td> <td> <p>A wide range of relevant knowledge and understanding of the ways that positive primary attachments with parents / carers can impact on children’s emotional development is shown, which is accurate and detailed.</p> <p>Application of knowledge of the ways that positive primary attachments with parents / carers can impact on children’s emotional development is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4–6</td> <td> <p>A range of relevant knowledge and understanding of the ways that positive primary attachments with parents / carers can impact on children’s emotional development is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge of the ways that positive primary attachments with parents / carers can impact on children’s emotional development is mostly appropriate, showing some clear understanding. There may be a few errors.</p> </td> </tr> </tbody> </table>	Level	Marks	Description	3	7–9	<p>A wide range of relevant knowledge and understanding of the ways that positive primary attachments with parents / carers can impact on children’s emotional development is shown, which is accurate and detailed.</p> <p>Application of knowledge of the ways that positive primary attachments with parents / carers can impact on children’s emotional development is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>	2	4–6	<p>A range of relevant knowledge and understanding of the ways that positive primary attachments with parents / carers can impact on children’s emotional development is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge of the ways that positive primary attachments with parents / carers can impact on children’s emotional development is mostly appropriate, showing some clear understanding. There may be a few errors.</p>	<p>9</p> <p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p>
Level	Marks	Description									
3	7–9	<p>A wide range of relevant knowledge and understanding of the ways that positive primary attachments with parents / carers can impact on children’s emotional development is shown, which is accurate and detailed.</p> <p>Application of knowledge of the ways that positive primary attachments with parents / carers can impact on children’s emotional development is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>									
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			Discussion to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.
	1	1–3	<p>A limited range of relevant knowledge and understanding of the ways that positive primary attachments with parents / carers can impact on children’s emotional development is shown but often fragmented.</p> <p>Application of knowledge of the ways that positive primary attachments with parents / carers can impact on children’s emotional development is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Discussion to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>
		0	No relevant material.

Indicative content

A discussion of the ways that positive primary attachments with parents / carers can impact on children’s emotional development may include:

AO1

- confidence develops
- sense of belonging is experienced
- child is content
- positive sense of emotional well-being
- emotions expressed appropriately

AO2

- gives a child confidence affecting social and emotional development as the child feel confident in their abilities
- support the child’s sense of belonging, with positive relationships children will be able to develop communication skills
- children will feel content, which will help them feel happy and able to appropriately express their feelings
- children’s emotional health will be upbeat in mood which will result in children developing resilience
- children will feel confident in their voice and able to confidently express their emotions in an acceptable way
- helps the brain to respond to emotion with empathy and compassion

	<p>AO3</p> <ul style="list-style-type: none"> • supports children to gain confidence which helps children to be confident in sharing ideas and opinions which supports development of meaningful relationships • provides a sense of belonging which helps children to feel emotionally and physically safe and secure and become more likely to take risks and develop resilience • when children’s needs have been consistently responded to this helps the child become content, resulting in good levels of happiness and pleasure • enables children to build towards regulating their feelings, and developing a strong bond and building positive friendships with others • supports the development of confident communication skills which aids children in developing and expressing their feelings and emotions in an appropriate way • sensitive responses to the child help promote a calm environment where the child can develop skills of empathy and positive self-concept. <p>Accept other suitable responses.</p>	
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<p>19</p>	<p>During her work placement, Amelia will use Vygotsky’s ‘scaffolding approach’ to support the children’s learning.</p> <p>Describe two (2) ways that Amelia will use the scaffolding approach to support the children’s learning.</p> <p>Award one mark for each description of a way that Amelia will use the scaffolding approach to support children’s learning, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Amelia will give children simplified tasks and gradually increase complexity over time helping to bridge the gap between what the child is able to achieve and not yet able to achieve (1) • Amelia will present or illustrate what she would like a child to learn in different ways to ensure that the explanation meets children’s individual learning styles (1) • Amelia will ask children thought-provoking questions that will help stimulate children’s thought processes which will scaffold their understanding or development (1) • when Amelia notices children using incorrect grammar Amelia will help scaffold a child’s language development by repeating back the correct form of language (1). 	<p>2</p> <p>AO2=2</p>
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	Accept other suitable responses.	
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20	<p>Amelia’s work placement supports local families with young children.</p> <p>Identify two (2) government policies that aim to support families with young children and describe how each policy supports families with young children.</p> <p>Award one mark for each relevant government policy identified, up to two marks and one mark for an accurate description of how each policy supports families with childcare, up to two marks (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • parental leave (AO1=1) gives parents of children under the age of five (or eighteen if the child is disabled) additional leave so that they can spend time with their child (AO2=1) • flexible working (AO1=1) parents have the right to ask their employer for flexible working which can include, for example, reducing to part-time work or job share, helping parents to be available to care for their child (AO2=1) • statutory maternity pay (AO1=1) provides financial support to parents up to 39 weeks after the birth of a baby, enabling parents to develop attachments with their baby and be financially able to take time away from work to look after their baby (AO2=1) • 30 hours free childcare (AO1=1) if eligible, parents can claim up to 30 hours to help pay for childcare costs which helps make childcare more affordable and employment for parents more accessible (AO2=1) • Free school meals (AO1=1) if eligible, children can receive a daily meal free of charge helping to provide a healthy diet and reducing the cost to parents of providing for their child (AO2 =1) <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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21	<p>The childcare practitioners in Amelia’s work placement undertake Continuing Professional Development (CPD).</p> <p>Describe two (2) ways that Continuing Professional Development (CPD) can support childcare practitioners to improve their own practice.</p>	<p>2</p> <p>AO2=2</p>
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	<p>Award one mark for each description of ways that Continuing Professional Development (CPD) supports childcare practitioners to improve their own practice, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • childcare practitioners will become more skilled at supporting the children in the setting which will give children better outcomes for their learning and development (1) • childcare practitioners will be familiar with the latest developments such as curriculum changes which will help them to reflect on their own practice for further improvement (1) • childcare practitioners will identify weaknesses or areas for improvement and where further training is needed (1) • helps childcare practitioners to learn new ways of working, improving their confidence carrying out their role (1) • childcare practitioners will learn from others different ways of working or tackling issues, which will help develop different perspectives (1). <p>Accept other suitable responses.</p>	
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<p>22</p>	<p>SMART goals can be used by childcare practitioners to plan actions for professional development.</p> <p>Identify and describe the meaning of any two (2) of the letters in ‘SMART’ in relation to goal planning.</p> <p>Award one mark for each identification of a letter included in SMART goals, up to a maximum of two marks and one mark for each description of the meaning of the letter, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Specific (AO1=1) includes a well-defined, clear, and unambiguous target (AO2=1) • Measurable (AO1=1) makes clear how progress or achievement of the target will be tracked (AO2=1) • Attainable / Achievable (AO1=1) states how the target can be realistically accomplished (AO2=1) • Relevant / Realistic (AO1=1) reflects how achieving the target will help (AO2=1) • Timely (AO1=1) is based on an end date or time frame for the target to be completed (AO2=1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p>
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Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1 (a)	1			1
1 (b)	2			2
2 (a)		1	1	2
2 (b)		1	1	2
3			1	1
4	1	1		2
5	2	2		4
6	1			1
7		6	6	12
8	2			2
9	2	2	2	6
10	2	2		4
11	2	2		4
12	3			3
13			2	2
14		3	3	6
15		2		2
16	4			4
17		3		3
18	3	3	3	9
19		2		2
20	2	2		4
21		2		2
22	2	2		4
Total	29	36	19	84