



**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 2025

Assessment Code: AGAEYCE  
Paper number: P002648

**Mark Scheme**

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 penalising them for what they might have omitted.
- Utilise the whole mark range and always award full marks when the response merits them.
- Be prepared to award zero marks if the learner's response has no creditworthy material.
- Do not credit irrelevant material that does not answer the question, no matter how impressive the response might be.
- The marks awarded for each response should be clearly and legibly recorded in the grid on the reverse of the question paper.
- If you are in any doubt about the application of the mark scheme, you must consult with your team leader or the chief examiner.

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

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

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

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. You must also consider the relative weightings of the

assessment objectives (AOs), so as not to over/under credit a response. Standardisation materials, marked by the Chief Examiner, will help you with determining a mark. You will be able to use exemplar learner responses to compare with live responses, to decide if it is the same, better or worse.

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

## Assessment objectives (AOs)

This unit requires learners to:

<b>AO1</b>	Recall knowledge and show understanding.
<b>AO2</b>	Apply knowledge and understanding.
<b>AO3</b>	Analyse and evaluate knowledge and understanding.

The weightings of each AO can be found in the Qualification Specification.

Q	Mark scheme	Total marks
1	<p><b>The nursery is a private childcare and education service.</b></p> <p><b>Identify</b> two (2) other <b>sectors that offer childcare and education services.</b></p> <p>Award one mark for each sector, up to two marks.</p> <ul style="list-style-type: none"> <li>• statutory (1)</li> <li>• voluntary (1).</li> </ul>	<p><b>2</b></p> <p><b>AO1=2</b></p> <p>(1.1.1, 1.1.3)</p>
2	<p><b>Holly is applying for a childcare practitioner role at the nursery. She has been sent a job specification that outlines professional qualities suitable for this role.</b></p> <p><b>Explain</b> two (2) <b>professional qualities Holly needs to do this role.</b></p> <p>Award two marks for an explanation of a professional quality, up to four marks.</p> <ul style="list-style-type: none"> <li>• Reliability to support building consistent and positive relationships (1) which develops secure attachments between the childcare practitioner and child (1).</li> <li>• Maintaining confidential information to ensure that childcare practitioners can develop and maintain trust (1) which supports partnership working between parents / carers (1).</li> <li>• Arriving on time for work to ensure the correct ratio is in place (1) this protects and maintains children's safety and wellbeing (1).</li> <li>• Non-judgemental approach so that children receive responses that are based on circumstances, abilities and efforts (1) which ensures that children and their families are respected (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>4</b></p> <p><b>AO2=4</b></p> <p>(1.1.3.1, 1.2.1)</p>
3 (a)	<p><b>The nursery manager is creating a list of responsibilities to include in a job description for a new childcare practitioner.</b></p> <p><b>Describe</b> two (2) <b>responsibilities the nursery manager could include.</b></p>	<p><b>2</b></p> <p><b>AO2=2</b></p>

	<p>Award one mark for each description of a responsibility, up to two marks.</p> <ul style="list-style-type: none"> <li>• Carry out risk assessments before carrying out activities to prevent risk of harm (1)</li> <li>• Plan activities that aim to meet the children's individual needs as part of their next steps (1)</li> <li>• Set up play equipment before the children arrive at the nursery that will stimulate the children's interests (1)</li> <li>• Prepare displays of children's work or artifacts within the nursery that allows children to feel a sense of achievement (1)</li> <li>• Work in partnership with other professionals to discuss a child's needs and abilities (1)</li> <li>• Prepare and set out food to be ready and accessible at the self-service snack bar (1).</li> </ul> <p>Accept other suitable responses.</p>	<p>(1.1.3.1, 1.1.3)</p>
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3 (b)	<p><b>Discuss one (1) reason why practitioners must follow their responsibilities when meeting the children's needs.</b></p> <p>Award up to two marks for a discussion of the reason why practitioners must follow their responsibilities when meeting the children's needs.</p> <ul style="list-style-type: none"> <li>• To ensure appropriate risk assessments have been carried out to protect children from harm in line with their individual needs and stage of development (1) allowing equal opportunities within an enabling environment that promotes risks and challenges within their play (1).</li> <li>• To promote positive partnership working with parents / carers in building trusting relationships in supporting all aspects of their children's learning and development (1) encouraging respect to be gained when dealing with sensitive issues to ensure the appropriate support is offered (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>2</b></p> <p><b>AO3=2</b> <b>(1.1.3.1, 1.1.3)</b></p>
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4	<p><b>The nursery manager wants to employ a new member of staff to work in the baby room. They have already interviewed two potential applicants, but the nursery manager is concerned that they would not be suitable for this specific role.</b></p> <p><b>Discuss why the nursery manager should employ childcare practitioners who are qualified and knowledgeable.</b></p>	<p><b>12</b></p> <p><b>AO2=6</b></p> <p><b>AO3=6</b> <b>(1.2.1.2)</b></p>
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Level	Marks	Descriptor
3	9 to 12	<p>A wide range of relevant knowledge and understanding of why the nursery manager will employ childcare practitioners who are qualified and knowledgeable is shown, which is accurate and detailed. Subject-specific terminology is used consistently throughout.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of concept and theories is detailed and highly effective. Clear links are made.</p>
2	5 to 8	<p>A range of relevant knowledge and understanding of why the nursery manager will employ childcare practitioners who are qualified and knowledgeable is shown but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge 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 to 4	<p>A limited range of relevant knowledge and understanding of why the nursery manager will employ childcare practitioners who are qualified and knowledgeable is shown but is often fragmented.</p> <p>Application of knowledge 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	Insufficient evidence for a mark to be awarded.

Indicative content:

	<p>Discussion of why the nursery manager should employ childcare practitioners who are qualified and knowledgeable may include:</p> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• To ensure that the service provided by the nursery staff meets the requirements within relevant legislation, guidance and statutory frameworks for an early years setting and those working with babies.</li> <li>• To ensure the childcare practitioners have the knowledge and skills to support the development and learning needs of babies such as around their personal care needs.</li> <li>• To ensure that the babies and others are kept safe from harm and recognise ways of reporting any concerns as part of safeguarding.</li> <li>• To avoid any malpractice that could lead to the nursery having a poor reputation and impact on numbers of children attending in the future.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Knowing that all those employed meet the standards required to work with the babies in a nursery setting will ensure that no breach has taken place in line with statutory guidance. The manager has a duty of care to ensure all those working / caring for babies are suitable for the role which will ensure the safety of all those at the setting.</li> <li>• Employing childcare practitioners who are up to date with their knowledge and skills regarding babies and children's development and learning will lead to more effective and appropriate practice being offered. This approach will make the nursery attractive to parents / carers who want their babies and children to be cared for by quality childcare staff.</li> <li>• Employing staff who are aware of safeguarding themselves and others is essential should a concern or incident arise where they feel baby / child / children / others are at risk of harm. This offers a sense of reassurance that all safeguarding measures are in place such as their roles and responsibilities around knowing the procedures for confidentiality and lines of reporting any issues to the designated safeguarding lead (DSL).</li> <li>• Employing childcare practitioners who understand their roles and responsibilities of working with babies and are aware of their limits and boundaries of own role is essential within partnership working. This enables the practitioners to develop positive relationships with the parents / carers in respecting their wishes such as feeding / sleeping / routines. This promotes a more collaborative approach which will avoid any unnecessary conflicts that could otherwise arise leading to tribunal or dismissal of staff members.</li> </ul> <p>Accept other suitable responses.</p>	
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5	<p><b>The nursery manager is preparing to interview a new childcare practitioner. They decide to include a question about Vygotsky's theory on the role of the More Knowledgeable Other (MKO) in supporting children's development.</b></p> <p><b>Explain two (2) responses that the applicants can give regarding Vygotsky's theory on the role of the MKO.</b></p> <p>Award up to two marks for an explanation of the way that applicants can apply Vygotsky's theory when supporting children's development, up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• The role of the MKO enables a child-centred focus that can be applied when providing learning activities at the nursery (1) interaction provided by the MKO, promotes a higher level of thinking, helping children to engage in critical thinking processes (1).</li> <li>• By considering the role of the MKO childcare practitioners can apply an approach that facilitates learning and development (1) and interact with children during play, activities and opportunities within the nursery to support and guide children towards new learning and development (1).</li> <li>• Considering the role of the MKO enables opportunity for peer support within group activities (1) this allows for children to learn and solve problems together during the nursery routine (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>4</b></p> <p><b>AO2=4</b></p> <p><b>(2.3.2, 2.3.2.3)</b></p>
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6	<p><b>Identify the correct definition of the term ‘ethos’.</b></p> <p><b>You must <u>only</u> tick one (1) box.</b></p> <p>Award one mark for the correct answer:</p> <table><tr><th>Definition</th><th>Tick (✓)</th></tr><tr><td>beliefs that are central to everything at the nursery</td><td>✓</td></tr><tr><td>method for grouping children at the nursery</td><td></td></tr><tr><td>rules for behaviour management at the nursery</td><td></td></tr></table>	Definition	Tick (✓)	beliefs that are central to everything at the nursery	✓	method for grouping children at the nursery		rules for behaviour management at the nursery		<p><b>1</b></p> <p><b>AO1=1</b></p> <p><b>(1.1.2.1)</b></p>
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7	<p><b>The nursery manager is looking at ways to support working families by providing a range of services to accommodate their working hours.</b></p> <p><b>Explain two (2) ways the nursery could offer this support.</b></p> <p>Award up to two marks for each explanation of the way that the childcare practitioners can support working parents / carers, up to a maximum of four marks.</p> <p><b>Parents / carers</b></p> <ul style="list-style-type: none"> <li>• Providing long daily opening hours such as 7am to 7pm so that parents / carers have access to childcare at times that suits their work needs (1) this will help accommodate the different working hours of parents / carers, giving a chance for parents / carers to meet expectations of their employer (1).</li> <li>• Providing all year round opening at the nursery including opening of provision during school holiday periods (1) will ensure parents / carers have the option to have childcare provision throughout the year and at times when they are required to work (1).</li> <li>• Providing wrap-around care for early drop off and late pick up within the opening times allows opportunities to provide breakfast and tea (1) this will ensure that parents / carers feel confident that their children receive the nutrients required for healthy growth and development (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>4</b></p> <p><b>AO2=4</b></p> <p><b>(1.1.2)</b></p>
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8	<p><b>The nursery manager has planned an open day event for parents / carers and their children to visit. They have asked the childcare practitioners to ensure they create a welcoming environment for the children and their parents / carers during the open day event.</b></p> <p><b>Discuss how the childcare practitioners could create a welcoming environment at the nursery during this event.</b></p> <table border="1" data-bbox="308 521 1249 2058"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> <p>A wide range of relevant knowledge and understanding of how the childcare practitioners can make children and parents / carers feel welcome when visiting the nursery is shown, which is accurate and detailed.</p> <p>Application of knowledge 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>2</td><td>4 to 6</td><td> <p>A range of relevant knowledge and understanding of how the childcare practitioners can make children and parents / carers feel welcome when visiting the nursery is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge 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> </td></tr> <tr> <td>1</td><td>1 to 3</td><td> <p>A limited range of relevant knowledge and understanding of how the childcare practitioners can make children and parents / carers feel welcome when visiting the nursery is shown, but is often fragmented.</p> <p>Application of knowledge 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</p> </td></tr> </tbody> </table>	Level	Marks	Descriptor	3	7 to 9	<p>A wide range of relevant knowledge and understanding of how the childcare practitioners can make children and parents / carers feel welcome when visiting the nursery is shown, which is accurate and detailed.</p> <p>Application of knowledge 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 to 6	<p>A range of relevant knowledge and understanding of how the childcare practitioners can make children and parents / carers feel welcome when visiting the nursery is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge 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 to 3	<p>A limited range of relevant knowledge and understanding of how the childcare practitioners can make children and parents / carers feel welcome when visiting the nursery is shown, but is often fragmented.</p> <p>Application of knowledge 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</p>	<p><b>9</b></p> <p><b>AO1=3</b></p> <p><b>AO2=3</b></p> <p><b>AO3=3</b></p> <p>(1.1.3) 1.2.1 8-10</p>
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	<b>0</b>	Insufficient evidence for a mark to be awarded.	
	<p><b>Indicative content</b></p> <p>Discussion of how the childcare practitioners can make children and parents / carers feel welcome when visiting the nursery may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• Childcare practitioners can demonstrate effective communication.</li> <li>• Childcare practitioners can be positive role models.</li> <li>• Childcare practitioners can show appropriate values and ethics.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• By being an effective communicator using appropriate skills such as acknowledging the parents / carers and their children will help create a more relaxed approach that is welcoming and offers a sense of inclusion at the nursery.</li> <li>• By being a positive role model, the childcare practitioners will help create a safe and welcoming environment through demonstrating a kind and caring attitude that is approachable and supportive.</li> <li>• Childcare practitioners should demonstrate a culture of positive values and ethics that demonstrates respect / fairness / responsibility in promoting positive wellbeing such as avoiding any physical barriers which ensures that everyone, irrespective of their individual needs, are able to feel a sense of inclusion at the nursery.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• Being an effective communicator in supporting a welcoming environment enables parents / carers / children to feel at ease and relaxed which will result in an opportunity for them to ask questions and engage in conversations. This will help reduce any concerns or fears they may have about their child starting nursery.</li> <li>• The childcare practitioners need to ensure they are being positive role models as this allows the parents / carers to see how their children could develop and thrive within an environment that acknowledges behaviour through an encouraging approach.</li> <li>• Childcare practitioners should ensure that parents / carers and children feel a sense of inclusion within the physical environment and through the ethos of the nursery in meeting diverse needs. This inclusive approach will result in children and</li> </ul>		

	<p>parents / carers feeling valued and respected and wanting to come to the nursery.</p> <p>Accept other suitable responses.</p>	
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<b>9</b>	<p><b>Identify four (4) developmental milestones that children aged 2 years are expected to achieve.</b></p> <p>Award one mark for each correct answer:</p> <ul style="list-style-type: none"> <li>• Can name two or three primary colours</li> <li>• Can point to parts of their bodies when asked to identify them</li> <li>• Can show affection towards others</li> <li>• Can scribble to and fro with a pencil</li> <li>• Can use cutlery to feed themselves</li> </ul> <p>Accept other suitable responses.</p>	<p><b>4</b></p> <p><b>AO1=4</b></p> <p><b>(2.1.2)</b></p>
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<b>10</b>	<p><b>Childcare practitioners understand that they must provide suitable activities to promote children's holistic development.</b></p> <p><b>Discuss how one (1) activity will promote children's holistic development.</b></p> <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td><b>3</b></td><td><b>5 to 6</b></td><td> <p>A wide range of relevant knowledge and understanding of how one activity provided by childcare practitioners at the nursery could promote the holistic development of a child is shown, which is accurate and detailed. Subject-specific terminology is used consistently throughout.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of concept and theories is detailed and highly effective. Clear links are made.</p> </td></tr> <tr> <td><b>2</b></td><td><b>3 to 4</b></td><td> <p>A range of relevant knowledge and understanding of how one activity provided by childcare practitioners at the nursery could promote the holistic development of a child is shown but may be lacking in sufficient detail, with a few errors.</p> </td></tr> </tbody> </table>	Level	Marks	Descriptor	<b>3</b>	<b>5 to 6</b>	<p>A wide range of relevant knowledge and understanding of how one activity provided by childcare practitioners at the nursery could promote the holistic development of a child is shown, which is accurate and detailed. Subject-specific terminology is used consistently throughout.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Discussion to demonstrate understanding of concept and theories is detailed and highly effective. Clear links are made.</p>	<b>2</b>	<b>3 to 4</b>	<p>A range of relevant knowledge and understanding of how one activity provided by childcare practitioners at the nursery could promote the holistic development of a child is shown but may be lacking in sufficient detail, with a few errors.</p>	<p><b>6</b></p> <p><b>AO2=3</b></p> <p><b>AO3=3</b></p> <p><b>(1.3.5)</b></p>
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	0		Insufficient evidence for a mark to be awarded.	

Discussion of how one activity provided by childcare practitioners at the nursery could promote the holistic development of a child, may include:

**AO2**

- Role play area based as a hospital with dressing up, pretend hospital equipment and environment offers opportunities to socialise and express emotions, use a range of fine and gross motor skills and communicate with others.
- Water play activity with tabletop tray including jugs, spoons, bowls and sieves offers opportunities for mathematical development and problem solving.
- Playing with finger puppets and access to simple story books offers opportunities for imaginative play and increase vocabulary to support speech and language.

**AO3**

- Role play – can support development of physical skills as the child may put on dressing up clothes using fine and gross motor skills. Cognitive skills as the child may write down the pretend temperature of a teddy. Language skills as the child takes on the role of a nurse and communicates with their peers playing in the area. The child can develop social skills as they will be sharing the equipment. Finally, the child could develop emotional development as they regulate their feelings when faced with a child who chooses not to share.

	<ul style="list-style-type: none"> <li>• Water play – can support development of physical skills as the child uses hand-eye coordination to accurately pour water from a jug into a bowl. Cognitive skills as the child may count how many spoons of water it takes to fill a jug. Language skills as the child asks their peer to pass a sieve. The child could develop social skills as they take turns to wait for a large spoon. Finally, the child could develop their self-esteem as a childcare practitioner complements the child on their effort during the activity.</li> <li>• Playing with finger puppets – can support development of physical skills as the child uses small pincer movements to put on the finger puppets. Cognitive skills as the child may create a story to act out with the finger puppets. Language skills as the child narrates their finger puppet story. The child could develop social skills as they take turns to wait for a specific finger puppet. Finally, the child could develop their confidence as other children watch them present their finger puppet story.</li> </ul> <p>Accept other suitable responses.</p>	
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11	<p><b>The nursery website states that, ‘the individual areas of child development are interconnected’.</b></p> <p><b>Explain how one (1) area of child development may impact on another area of a child’s development.</b></p> <p>Award up to two marks for an explanation of how one area of child development may impact on another area of a child’s development.</p> <ul style="list-style-type: none"> <li>• When a child achieves a new physical skill, such as being able to wash their own hands (1) the child can then complete tasks such as using the sink to wash hands by themselves which supports independence, emotional and social development (1).</li> <li>• If a child has not yet developed the communication skills to verbally communicate with others (1) the child may not be able to play cooperatively with other children because they cannot yet verbally communicate, this results in the child not being able to form social relationships with other children (1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>2</b></p> <p><b>AO2=2</b></p> <p>(1.3.6.1)</p>
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12	<p><b>The nursery will have a secure outdoor play space, including a grassed area and a rubber safety surface. These will promote</b></p>	<p><b>4</b></p> <p><b>AO1=2</b></p>
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	<p><b>children's physical skills appropriate for the age and stage of children's development.</b></p> <p><b>(i) Identify two (2) items of play equipment that could be provided in the outdoor play space to promote physical development of a child aged 4 years.</b></p> <p><b>(ii) Explain how each item of equipment could promote physical development of a child aged 4 years.</b></p> <p>Award one mark for each item of play equipment that could be provided in the outdoor play space to promote physical development of a child aged 4 years. Award up to two marks for the explanation of how each item of equipment could promote physical development of a child aged 4 years.</p> <ul style="list-style-type: none"> <li>• Scooter (AO1 1) will encourage children to practice balance and coordination skills as they control their centre of gravity to stay positioned on the scooter and travel around the outdoor area (AO2 1).</li> <li>• Footballs (AO1 1) will support children to develop coordination skills as they position their foot and kick the ball towards a target in the outdoor area (AO2 1).</li> <li>• Chalk (AO1 1) will encourage children to use their fine motor skills when they reach and stretch to draw large shapes / images on the wall of the outdoor area (AO2 1).</li> <li>• Bean bags (AO1 1) will help children to practice throwing and catching with one hand as they throw the bean bag into large buckets or towards another child playing throw and catch in the outdoor area (AO2 1).</li> <li>• Mud kitchen (AO1 1) will help a child develop hand-eye coordination as they mix mud, leaves and sand in the mud kitchen when creating food for imaginary woodland animals (AO2 1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>AO2=2</b></p> <p><b>(2.1.2.1, 2.1.2)</b></p>
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<b>13</b>	<p><b>The childcare practitioner is required to engage in continuing professional development (CPD) to improve their practice.</b></p> <p><b>Identify two (2) benefits for a childcare practitioner in improving their practice.</b></p> <p>Award one mark for each benefit of a childcare practitioner improving their practice, up to two marks.</p> <ul style="list-style-type: none"> <li>• keep up to date with changes to legislation / policies / procedures</li> </ul>	<p><b>2</b></p> <p><b>AO1=2</b></p> <p><b>(1.4.1)</b></p>
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	<ul style="list-style-type: none"> <li>• improve skills</li> <li>• gain sector knowledge</li> <li>• career progression.</li> </ul> <p>Accept other suitable responses.</p>	
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<b>14</b>	<p><b>Identify four (4) ways childcare practitioners can complete their CPD.</b></p> <p>Award one mark for each correct answer:</p> <ul style="list-style-type: none"> <li>• watching the internet clips / videos (1)</li> <li>• attending training courses (1)</li> <li>• shadowing (1)</li> <li>• completing further qualifications. (1)</li> </ul> <p>Accept other suitable responses.</p>	<p><b>4</b></p> <p><b>AO1=4</b></p> <p><b>(1.4.3.1)</b></p>
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15	<p>Setting goals in a professional development plan can be made easy by following the SMART acronym.</p> <p>Complete Table 2.</p> <p>Identify the meaning of each letter in the SMART acronym.</p> <p>Award one mark for each correct answer.</p> <p style="text-align: center;"><b>Table 2</b></p> <table><tr><th>SMART</th><th>Meaning of each letter of the acronym</th></tr><tr><td><b>S</b></td><td>Specific (1)</td></tr><tr><td><b>M</b></td><td>Measurable (1)</td></tr><tr><td><b>A</b></td><td>Attainable / Achievable (1)</td></tr><tr><td><b>R</b></td><td>Relevant / Realistic (1)</td></tr><tr><td><b>T</b></td><td>Timely / Time bound (1)</td></tr></table>	SMART	Meaning of each letter of the acronym	<b>S</b>	Specific (1)	<b>M</b>	Measurable (1)	<b>A</b>	Attainable / Achievable (1)	<b>R</b>	Relevant / Realistic (1)	<b>T</b>	Timely / Time bound (1)	<p>5</p> <p>AO1=5</p> <p>(1.4.3.2)</p>
SMART	Meaning of each letter of the acronym													
<b>S</b>	Specific (1)													
<b>M</b>	Measurable (1)													
<b>A</b>	Attainable / Achievable (1)													
<b>R</b>	Relevant / Realistic (1)													
<b>T</b>	Timely / Time bound (1)													

<b>16</b>	<p><b>The nursery manager has asked all of the childcare practitioners to consider Gibbs' reflective cycle as part of their CPD.</b></p>	<p><b>6</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>
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**Discuss how Gibbs' reflective cycle supports childcare practitioners to improve their future practice.**

**AO3=2**

(1.4.2.1)

Level	Marks	Descriptor
<b>3</b>	<b>5 to 6</b>	<p>A wide range of relevant knowledge and understanding of how Gibbs' reflective cycle supports childcare practitioners to improve their future practice is shown, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Explanation to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>
<b>2</b>	<b>3 to 4</b>	<p>A range of relevant knowledge and understanding of how Gibbs' reflective cycle supports childcare practitioners to improve their future practice is shown but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Explanation to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p>
<b>1</b>	<b>1 to 2</b>	<p>A limited range of relevant knowledge and understanding of how Gibbs' reflective cycle supports childcare practitioners to improve their future practice is shown but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Explanation to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made by are often inappropriate.</p>
	<b>0</b>	Insufficient evidence for a mark to be awarded.

**Indicative content**

Discussion of how Gibbs' reflective cycle supports childcare practitioners to improve their future practice may include:

	<p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• There are six stages of Gibbs' reflective cycle</li> <li>• Stages give reflective questions</li> <li>• The reflective cycle is ongoing and 'cyclical'.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• The stages include description, feelings, evaluation, analysis, conclusion and an action plan. Each stage triggers the childcare practitioner to look closely at their own practice, actions or an experience that could be improved.</li> <li>• Each stage encourages the childcare practitioner to question themselves (or a mentor / coach) and consider their response. In the description and feelings stage childcare practitioners would consider the event and their response in evaluation, they would assess good and bad aspects and in analysis understand why things happened.</li> <li>• Gibbs' reflective cycle offers a structured approach and leads the childcare practitioner through steps which progress towards an action or change.</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• The model helps childcare practitioners to work through an experience after it has happened. It raises questions and evokes feelings on where practice could be better. Conclusions drawn from the questions given in Gibbs' cycle will then result in changes being made which will then provide improved practice.</li> <li>• Gibbs' cycle encourages childcare practitioners to look at an experience in an in-depth and analytical way to identify what they need to improve. The final stages involve coming up with a plan to approach similar / the same situations in the future which will result in improved and more effective practice.</li> <li>• Gibbs' cycle helps childcare practitioners make sense of situations as they occur either on their own or as part of coaching. If a mistake has occurred, the cycle and questions can be useful to examine in detail how and why the mistake occurred. This helps the childcare practitioner to use their lived experience to inform future experiences and help learn from mistakes.</li> </ul> <p>Accept other suitable responses.</p>	
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17	<p><b>The childcare practitioners will work with internal and external professionals.</b></p> <p><b>(i) Identify one (1) internal professional and one (1) external professional that childcare practitioners could work with.</b></p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p>
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	<p><b>(ii) Explain one (1) benefit of working with each professional.</b></p> <p>Award one mark for an internal professional that childcare practitioners could work with and award one mark for an external professional that childcare practitioners could work with.</p> <p>Award one mark for the explanation of a benefit of working with the internal professional and award one mark for the explanation of a benefit of working with the external professional.</p> <p><b>(i) Internal professional</b></p> <ul style="list-style-type: none"> <li>• SENDCo (AO1 1) can provide advice to the childcare practitioner about whether a child is experiencing a need for additional support and if parents / carers should be consulted about a concern (AO2 1).</li> <li>• Designated Safeguarding Lead (DSL) (AO1 1) can help the childcare practitioner decide if there is a need for a child protection concern to become a referral (AO2 1).</li> <li>• Nursery manager (AO1 1) will be the person that the childcare practitioner contacts to access funding for new equipment / resources to support children's learning and development (AO2 1).</li> <li>• Room leader (AO1 1) will be a more experienced childcare practitioner that can offer support and ideas to the childcare practitioner when they are unsure how to support a child who is finding self-regulation challenging (AO2 1).</li> </ul> <p><b>(ii) External professional</b></p> <ul style="list-style-type: none"> <li>• Area SENDCo (AO1 1) can offer advice and information on resources or strategies that can support inclusion of children with special needs and disabilities at the nursery (AO2 1).</li> <li>• Educational psychologist (AO1 1) can provide information to inform the childcare practitioner about how to make opportunities and experiences more appropriate and accessible for children's learning or emotional needs (AO2 1).</li> <li>• Speech and language therapist (AO1 1) can provide ideas about support strategies that the childcare practitioner can use to enhance children's speech and language development (AO2 1).</li> <li>• Specialist nurse (AO1 1) such as a paediatric diabetic nurse could provide advice and suggest ways to monitor children with medical conditions such as diabetes (AO2 1).</li> </ul> <p>Accept other suitable responses.</p>	<p><b>(1.3.4)</b></p>
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18	<p><b>The nursery manager has been informed that a child requires support. The nursery manager knows that they must work in partnership with others to help meet the child's needs.</b></p> <p><b>(i) Identify two (2) situations when childcare practitioners should work in partnership with others.</b></p> <p><b>(ii) Explain the reason for working in partnership for each of the situations.</b></p> <p>Award one mark for each situation when childcare practitioners should involve other professionals, up to a maximum of two marks.</p> <p>Award one mark for each explanation of the reasons for involving each of these other professionals, up to a maximum of two marks.</p> <p><b>AO1</b></p> <ul style="list-style-type: none"> <li>• When childcare practitioners identify a child may be at risk of abuse.</li> <li>• When a child starting at the nursery has medical needs.</li> <li>• When childcare practitioners have concerns that a child is not meeting expected milestones in their development.</li> </ul> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• When childcare practitioners identify a child may be at risk of abuse – this will ensure that the childcare practitioners can gain help from other professionals to protect the child from harm or maltreatment.</li> <li>• When a child starting at the nursery has medical needs – working in partnership will ensure that the childcare practitioners know how to meet the child's medical needs, to support their healthy development.</li> <li>• When childcare practitioners have concerns that a child is not meeting expected milestones in their development – working in partnership with others will help to ensure that early intervention can be put in place and the child can progress and achieve.</li> </ul> <p>Accept other suitable responses.</p>	<p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p> <p><b>(1.3.5.2)</b></p>
19	<p><b>The nursery manager has recently reminded the childcare practitioners to be aware of their own boundaries and limitations in their roles and responsibilities. The nursery manager discussed how the practitioner's own beliefs can affect their practice.</b></p>	<p><b>3</b></p> <p><b>AO3=3</b></p> <p><b>(1.2.2.1, 1.2.4)</b></p>

	<p><b>Discuss one reason why the childcare practitioner must be aware of their own boundaries and limitations within their role.</b></p> <p>Award up to three marks for a discussion of the reason why the childcare practitioner must be aware of their own boundaries and limitations within their role.</p> <ul style="list-style-type: none"> <li>• To ensure that their behaviour and interaction reflect the professional practice and standards expected included in the settings policies and their own role (1) passing judgement outside of policy requirements which exceed outside of their own roles and responsibilities could be misinterpreted by others (1) this could result in parents / carers / others feeling uncomfortable and inadequate when caring for the children affecting their wellbeing (1).</li> <li>• To ensure a collaborative approach is offered through respecting the roles of others in the team, including external / internal professionals (1) knowing areas of accountability within own roles helps to build positive relationships through a shared approach (1) this creates a clear definition between roles and avoids any conflicts that may occur between individuals that could have an impact on their practice (1).</li> </ul> <p>Accept other suitable responses.</p>	
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### Assessment Objective Grid

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