



**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)**

June 2024

Assessment code: AGAEYCE
Paper number: P002313

Mark Scheme

V1.0 Pre-Standardisation

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

The purpose of this Mark Scheme is to give you:

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

Marking guidelines

General guidelines

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

- The Mark Scheme must be referred to throughout the marking period and applied consistently. Do not change your approach to marking once you have been standardised.
- Reward learners positively giving credit for what they have shown, rather than 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 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:

AO1	Recall knowledge and show understanding.
AO2	Apply knowledge and understanding.
AO3	Analyse and evaluate knowledge and understanding.

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

Qu	Mark Scheme	Total marks
1	<p>Chloe will soon be having a transition from the day nursery to the primary school, which may affect her development.</p> <p>Identify four (4) other transitions that Chloe may experience from birth to aged 19 years that may have an effect on her development.</p> <p>Award one mark for each transition that Chloe may experience from birth to aged 19 years that may have an effect on her development, up to four marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • birth of a sibling (1) • moving house (1) • moving between school years or between school and further education or higher education (1) • starting preschool (1) • death of a family member (1) • loss of a pet (1) • parental separation (1) • serious illness (1) • changes in relationships (1) • adolescent transition and body changes (1). <p>Accept other suitable responses.</p> <p>Note: do not accept a transition from nursery to primary school.</p>	<p>4</p> <p>AO1=4</p>
2	<p>One responsibility of the childcare practitioner is to support Chloe's transition to the primary school.</p> <p>Identify two (2) other responsibilities the childcare practitioner may have when working in a nursery.</p> <p>Award one mark for each responsibility that the childcare practitioner may have when working in the nursery, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • supervising outdoor play (1) • planning activities (1) • setting up play equipment (1) 	<p>2</p> <p>AO1=2</p>

	<ul style="list-style-type: none"> • preparing displays (1) • working in partnership with other professionals (1) • preparing snacks (1). <p>Accept other suitable responses.</p>	
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3	<p>There are many differences between the day nursery and the primary school that Chloe will attend.</p> <p>(i) Describe two (2) differences between a day nursery and a primary school.</p> <p>(ii) Describe two (2) similarities between a day nursery and a primary school.</p> <p>Award one mark for each description of a difference between a primary school and a day nursery, up to two marks, and award one mark for each description of similarity between a primary school and a day nursery, up to two marks.</p> <p>For example:</p> <p>Differences between a day nursery and a primary school:</p> <ul style="list-style-type: none"> • a day nursery is open all year round (1) • a primary school is open during term time only (1) • a day nursery may require parents / carers to pay fees (1) • a primary school is government funded (1) • a day nurseries' hours are flexible, and they may open early until late and even open at weekends (1) • a primary school has set opening and closing times (1). <p>Similarities between a day nursery and a primary school:</p> <ul style="list-style-type: none"> • in England both are inspected by the regulator Ofsted (1) • both settings have a set requirement for the ratios of the number of adults caring for children (1) • both settings have indoor and outdoor provision (1) • both settings can follow the same early years curriculum (1) • both settings provide meals and snacks throughout the day (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO2=4</p>
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4	<p>Recently, the role play area in Chloe’s nursery was set up as a hospital ward, with beds and medical dressing up clothes. The area also includes bandages, temperature charts and a range of pretend medical equipment.</p> <p>Explain how playing in this role play area supports the development of:</p> <p>(i) a physical skill (ii) a social skill.</p> <p>Award up to two marks for an explanation of how playing in this role play area supports the development of a physical skill, and up to two marks for an explanation of how playing in this role play area supports the development of a social skill.</p> <p>For example:</p> <p>(i) physical skill:</p> <ul style="list-style-type: none"> • when using pens and clipboards to record her ‘patient’s’ temperature (1) Chloe will use fine motor skills and develop her hand eye co-ordination as she uses a pen to write and make marks on the paper (1) • when putting on the dressing up clothes (1) Chloe will use gross motor skills and develop her skills of balance when balancing on one leg to put on the dressing up trousers (1). <p>(ii) social skill:</p> <ul style="list-style-type: none"> • through communicating with others during play (1) Chloe will use talk to organise herself and others within the play (1) • when taking turns with the medical equipment in the role play area (1) Chloe will play co-operatively, sharing with her friends and peers (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO2=4</p>
5	<p>The childcare practitioners complete an assessment of the milestones that Chloe has achieved.</p> <p>Use ticks to identify four (4) milestones Chloe would be expected to meet at aged 4 years.</p> <p>Complete Table 1.</p> <p>You must only tick four (4) boxes.</p>	<p>4</p> <p>AO1=4</p>

	<p>Award one mark for each correct answer that is ticked:</p> <ul style="list-style-type: none"> • can catch, kick, throw and bounce a ball (1) • can comfort others when they are hurt or sad (1) • can eat skilfully with a spoon and fork (1) • can sort objects into groups (1). 	
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6	<p>The childcare practitioners identify that Chloe, aged 4 years, is exceeding expected milestones for language development.</p> <p>Discuss possible reasons why Chloe is exceeding expected milestones for language development.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>7 to 9</td><td> <p>A wide range of relevant knowledge and understanding of possible reasons why Chloe is exceeding expected milestones for language development 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 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 possible reasons why Chloe is exceeding expected milestones for language development 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 possible reasons why Chloe is exceeding expected milestones for language development is shown but is often fragmented.</p> </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	7 to 9	<p>A wide range of relevant knowledge and understanding of possible reasons why Chloe is exceeding expected milestones for language development 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 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 possible reasons why Chloe is exceeding expected milestones for language development 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 possible reasons why Chloe is exceeding expected milestones for language development is shown but is often fragmented.</p>	<p>9</p> <p>AO1=3 AO2=3 AO3=3</p>
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			0	Insufficient evidence for a mark to be awarded.	
				<p>Indicative content</p> <p>Discussion of possible reasons why Chloe is exceeding expected milestones for language development may include:</p> <p>AO1:</p> <ul style="list-style-type: none"> language rich environment was provided at the childcare setting exposed to adult, parent / carer verbal interactions as a baby older siblings were around and talked to Chloe during play limited TV / radio / background noise in the home environment read / exposed to a variety of books and stories enjoyed playing in the role play area interactions with medical staff during appointments for her medical condition. <p>AO2:</p> <ul style="list-style-type: none"> Chloe will have had lots of verbal communication by being spoken to throughout the day / routine Chloe will have experienced interchange in conversation and realised a sound made by her elicits a response exposure to talk and conversation and repetition will have helped Chloe to build her understanding of language Chloe will have been able to concentrate on the spoken word without distraction Chloe will have been introduced to a wide range of words linked to pictures the role play area presents opportunities to introduce new words and vocabulary Chloe will develop confidence speaking to a range of people and learn medical terminology. <p>AO3:</p> <ul style="list-style-type: none"> the association with verbal communication and objects / happenings within the environment will help Chloe link objects to 	

	<p>words, which will have given words meaning helping her to develop effectively and use appropriate language to communicate</p> <ul style="list-style-type: none"> • builds Chloe's vocabulary resulting in her having a wide range of words to use as part of her spoken language • helps Chloe to experience new words linked to contexts, which would have helped her to build her understanding • ensures that Chloe can pick up the patterns in language and communication and develop the nuances that occur in language and communication • helps Chloe to associate spoken word with objects or meaning building her understanding of spoken language • provides opportunities for co-operation and group play in the role play area supports conversation for social interaction and problem solving • increases language development as she is exposed to and familiar with a wider vocabulary than some other children her age. <p>Accept other suitable responses.</p>	
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7	<p>During a visit to the primary school, the practitioners notice that Chloe is lacking confidence and resilience.</p> <p>(i) Identify the meaning of resilience. (ii) Give one (1) other example of a behaviour that may show Chloe is lacking resilience.</p> <p>Award one mark for the identification of the meaning of the term resilience, and one mark for one other example of a behaviour that the practitioners might notice that may show Chloe is lacking resilience.</p> <p>For example:</p> <p>(i) meaning of resilience:</p> <ul style="list-style-type: none"> • the capacity to recover quickly from difficulties (1) • ability to adapt well and overcome uncertain / new events (1) • bouncing back from difficulties (1). <p>(ii) example of behaviour:</p> <ul style="list-style-type: none"> • move on from an activity she is finding difficult (1) • not attempt the activity when she finds it difficult (1) • refuse to attempt new activities (1) • regress developmentally when faced with changes (1) • clinging or constant seeking of reassurance (1) 	<p>2</p> <p>AO2=2</p>
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	<ul style="list-style-type: none"> • show frustration through physical aggression (1) • give up early in an activity that is proving challenging (1). <p>Accept other suitable responses.</p>	
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8	<p>The childcare practitioners understand that being confident supports resilience.</p> <p>(i) Identify two (2) ways that the childcare practitioners can support Chloe to develop confidence.</p> <p>(ii) Describe how each way identified in (i) will support the development of Chloe's confidence.</p> <p>Award one mark for each way that the childcare practitioners can help Chloe to develop confidence, up to two marks, and one mark for the description of how each way identified will support development of Chloe's confidence, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • set out climbing equipment which provides different degrees of challenge (AO1 1), Chloe will then have the chance to try equipment and as she overcomes difficulties her self-confidence will grow (AO2 1) • pair Chloe with a friend to work on a joint project (AO1 1), when Chloe helps the friend, she will feel proud, boosting her confidence (AO2 1) • praise Chloe when she tries something new (AO1 1), this will make Chloe feel good about her efforts, developing her confidence (AO2 1) • provide appropriate tasks that challenge her abilities (AO1 1), Chloe will then gain a sense of achievement, helping her confidence grow (AO2 1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2 AO2=2</p>
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9	<p>Explain why it is important that Chloe develops resilience to support her transition to the primary school.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td>A wide range of relevant knowledge and understanding of why it is important that Chloe develops resilience to support her transition to the primary school is shown, which is accurate and detailed.</td></tr> </tbody> </table>	Level	Mark	Descriptor	3	5 to 6	A wide range of relevant knowledge and understanding of why it is important that Chloe develops resilience to support her transition to the primary school is shown, which is accurate and detailed.	<p>6</p> <p>AO2=3 AO3=3</p>
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3	5 to 6	A wide range of relevant knowledge and understanding of why it is important that Chloe develops resilience to support her transition to the primary school is shown, which is accurate and detailed.						

		Application of knowledge is appropriate and accurate and shows clear understanding. Explanation to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.
2	3 to 4	<p>A range of relevant knowledge and understanding of why it is important that Chloe develops resilience to support her transition to the primary school 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. Explanation to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p>
1	1 to 2	<p>A limited range of relevant knowledge and understanding of why it is important that Chloe develops resilience to support her transition to the primary school 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. Explanation 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

Explanation of why it is important that Chloe develops resilience to support her transition to the primary school may include:

AO2:

- so she doesn't feel overwhelmed with the new and unfamiliar surroundings and refuse to go to school
- to avoid withdrawal, as she may become fearful that she will not be happy or cope with the new challenge of a new school
- to avoid becoming frustrated with others as she finds adapting to the new situation challenging

	<ul style="list-style-type: none"> to ensure she doesn't give up / opt out of engaging with the transition process so that Chloe feels secure and excited about the transition. <p>AO3:</p> <ul style="list-style-type: none"> the settling in / transition process takes a long time, impacting on Chloe's emotional wellbeing over several weeks Chloe may not make friends at the school and social relationships with her peers will be delayed, impacting on her ability to settle in smoothly physical aggression may result in sanctions that will make Chloe feel disengaged with the transition process, which delays settling in Chloe may be upset on arrival at school which affects her mood and emotional wellbeing Chloe will separate more easily from her parents on arrival and will be more likely to engage in learning rather than worrying. <p>Accept other suitable responses.</p>	
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10	<p>The childcare practitioners know that physiological and psychological impositions affect brain development.</p> <p>Use ticks to identify whether family, health and motivation are physiological or psychological impositions.</p> <p>Complete Table 2.</p> <p>You must only tick one (1) box for each factor.</p> <p>Award one mark for each correct answer that is ticked:</p> <ul style="list-style-type: none"> family – psychological imposition (1) health – physiological imposition (1) motivation – psychological imposition (1). 	<p>3</p> <p>AO1=3</p>
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11	<p>Bronfenbrenner is a theorist who made suggestions about how children learn and develop.</p> <p>Name three (3) other theorists who have made suggestions about how children learn and develop.</p> <p>Award one mark for the name of a theorist that has made suggestions about how children learn and develop, up to three marks.</p>	<p>3</p> <p>AO1=3</p>
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	<p>For example:</p> <ul style="list-style-type: none"> • Bandura (1) • Bowlby (1) • Bruner (1) • Maslow (1) • Piaget (1) • Skinner (1) • Vygotsky (1). <p>Accept other suitable responses.</p>	
12 (a)	<p>In his child development theory, Bronfenbrenner identifies different ecological systems. The microsystem is one of these systems.</p> <p>(i) Name two (2) other ecological systems that Bronfenbrenner identifies.</p> <p>Award one mark for a named ecological system, up to two marks. For example:</p> <ul style="list-style-type: none"> • chronosystems (1) • exosystem (1) • macrosystem (1) • mesosystem (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p>
12 (b)	<p>Each of Bronfenbrenner's ecological systems consist of different aspects that may influence the child's development.</p> <p>Describe how one (1) aspect included in any of the ecological systems could influence a child's development.</p> <p>Award one mark for a description of how an aspect included in any of the ecological systems could influence a child's development, up to two marks.</p> <ul style="list-style-type: none"> • Children interact with their parents / carers (1) – when a parent disciplines their child for negative behaviour this interaction will influence the child's actions / behaviour (1). • Changes over time such as life events for example, divorce (1) 	<p>2</p> <p>AO2=2</p>

	<p>– this may contribute to the child’s self-worth, as this and a combination of other life events may make the child feel rejected (1).</p> <ul style="list-style-type: none"> • Other people and places that the child may not interact with (1) – economic climate and society may cause pressures on parents / carers that may be evident in their behaviour, influencing the child’s self-esteem (1). • Freedoms allowed by the government (1) – too much control may impact on the child’s ability to develop independence (1). • Interaction between two ecological systems (1) – a parent taking an active role in the early years setting may influence the child’s progress when learning to read (1). <p>Accept other suitable responses.</p>	
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13	<p>When visiting the primary school, on her first transition day, Chloe meets Miss Nowak, the childcare practitioner who will support her.</p> <p>(i) Identify two (2) professional qualities that Miss Nowak should have.</p> <p>(ii) Explain why each quality you identify is important when supporting Chloe’s transition to the primary school.</p> <p>Award one mark for identification of a professional quality that Miss Nowak should have, up to two marks, and award one mark for an explanation of why each quality identified is important when supporting Chloe’s transition to the primary school, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • non-judgemental (AO1 1), Miss Nowak can respond to Chloe based on her circumstances, abilities and efforts rather than on preconceived ideas, which means Chloe is treated as an individual and her needs can be met throughout the transition (AO2 1) • reliability (AO1 1), Chloe will know that Miss Nowak can be trusted, which will support building positive relationships / feelings of security between Miss Nowak and Chloe (AO2 1) • good listener (AO1 1), Chloe can share any worries she has about the transition which will help alleviate anxiety (AO2 1) • observant (AO1 1), Miss Nowak can see when Chloe may be finding the transition difficult and then provide different or additional support to Chloe during the transition (AO2 1) • effective communicator (AO1 1), Miss Nowak will give clear verbal instructions to Chloe, which will help Chloe understand what she needs to do, helping Chloe to be happy and confident during the transition process (AO2 1). 	<p>4</p> <p>AO1=2 AO2=2</p>
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	Accept other suitable responses.	
14	<p>Chloe's parents provide the primary school with written information about her medical needs.</p> <p>Explain why it is important that Miss Nowak has this information when planning to meet Chloe's needs.</p> <p>For example:</p> <p>Award one mark for each explanation point that explains why it is important that Miss Nowak has this information when planning to meet Chloe's needs, up to three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> to help Miss Nowak provide Chloe with the resources / equipment that she requires during the school day (1) this will ensure that Chloe can independently manage her own medical needs (1), which will ensure that Chloe can be kept safe and well (1) to help Miss Nowak understand what adaptations to make to the school day / activities / routine (1) to ensure that Chloe can fully participate and access the school curriculum alongside her peers (1), which ensures that equality and diversity legislation is complied with (1) so that Miss Nowak is able to recognise changes or concerning symptoms (1), this will ensure that medication / medical assistance / parental advice is sought at the correct time (1), which will ensure Chloe is safeguarded / parents have trust in the setting (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO3=3</p>
15	<p>Miss Nowak reads the information about Chloe's medical needs. She realises that she does not have enough knowledge about how to manage and support Chloe's medical needs.</p> <p>Explain one (1) other way that Miss Nowak could gain more knowledge about how to manage Chloe's medical needs.</p> <p>Award one mark for an explanation of a way that Miss Nowak could gain more knowledge about how to manage children with medical needs, up to two marks.</p> <p>For example:</p>	<p>2</p> <p>AO2=2</p>

	<ul style="list-style-type: none"> Miss Nowak can attend a training course about managing children with medical needs online or in person (1), this will help her to learn new information that can be applied to her practice when supporting children in her class (1) Miss Nowak can talk to other professionals about how they manage children with medical needs (1), she will learn from others that are more experienced and be able to use their knowledge to inform improved understanding / practice (1) Miss Nowak can research Chloe's medical needs online (1), this will make sure she has information to ensure that Chloe is kept healthy (1) Miss Nowak could arrange a meeting with Chloe's parents (1), this will help Miss Nowak understand Chloe's individual needs and adapt classroom practice to ensure inclusion (1). <p>Accept other suitable responses.</p>	
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16	<p>During Chloe's transition from the day nursery to the primary school, Miss Nowak continually reflects on her own practice.</p> <p>Discuss how reflecting on her own practice will help Miss Nowak to support Chloe during the transition.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>5 to 6</td><td> <p>A wide range of relevant knowledge and understanding of how reflecting on her own practice will help Miss Nowak to support Chloe during the transition 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>3 to 4</td><td> <p>A range of relevant knowledge and understanding of how reflecting on her own practice will help Miss Nowak to support Chloe during the transition 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> </td></tr> </tbody> </table>	Level	Mark	Descriptor	3	5 to 6	<p>A wide range of relevant knowledge and understanding of how reflecting on her own practice will help Miss Nowak to support Chloe during the transition 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	3 to 4	<p>A range of relevant knowledge and understanding of how reflecting on her own practice will help Miss Nowak to support Chloe during the transition 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>6</p> <p>AO1=2 AO2=2 AO3=2</p>
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		0	No relevant material.	

Indicative content

Discussion of how reflecting on her own practice will help Miss Nowak to support Chloe during the transition that may include:

AO1:

- Miss Nowak can understand what is going well
- Miss Nowak can understand what is difficult for Chloe
- Miss Nowak can assess what other resources may need to be sourced.

AO2:

- successful routines and practices can then be incorporated into other aspects of school life
- changes to routines and practices can then be stopped, changed or developed
- Chloe will then have the equipment / staffing or other resources that will support her and make the transition process more successful.

AO3:

- ensure that Chloe can progress with her transition and wellbeing will be supported
- ensure that Chloe's needs are more suitably and appropriately met and she can continue to make progress

	<ul style="list-style-type: none"> ensure that Chloe's progress with the transition is not limited or stopped and she can access the transition process as other children can. <p>Accept other suitable responses.</p>	
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17	<p>Miss Nowak and the other childcare practitioners at the day nursery work together to support Chloe's transition to the primary school.</p> <p>(i) Identify two (2) ways to ensure effective teamwork between Miss Nowak and the other childcare practitioners at the day nursery.</p> <p>(ii) Explain how each way may support Chloe's positive transition to the primary school.</p> <p>Award one mark for each way that can ensure effective teamwork between Miss Nowak and the other childcare practitioners, up to two marks, and award one mark for an explanation of how each way may contribute to Chloe's positive transition to the primary school, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> sharing information about Chloe's needs (AO1 1) will help Miss Nowak to remove barriers that could prevent positive transition (AO2 1) practitioners within the team may record and report Chloe's development (AO1 1), this will inform the pace / style of transition activities to meet Chloe's needs during the transition to the primary school (AO2 1) listening to each other (AO1 1) will ensure Chloe's interests and preference are known, which can be then used when planning transition activities (AO2 1) collaboration (AO1 1) will ensure that any difficulties that are encountered during Chloe's transition can be resolved quickly using the experience and knowledge of both parties (AO2 1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2 AO2=2</p>
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18	<p>Discuss one (1) theory of teamwork that Miss Nowak may apply to her practice when working at the primary school.</p> <p>Award one mark for a discussion point of a theory of teamwork that Miss Nowak may apply to her practice when working at the primary school, up to two marks.</p>	<p>2</p> <p>AO3=2</p>
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	<p>For example:</p> <ul style="list-style-type: none"> • Belbin’s theory is about team members understanding their role within a team (1) – Miss Nowak can apply this theory by assessing her strengths / weaknesses when working as a team member and use this self-assessment to improve her contribution to the team (1) • Tuckman’s stages of group development relate to the different stages teams go through to build an effective team (1) – Miss Nowak can use this theory to understand that it may take time for her to become an established part of the team and that she must persevere with developing her role within the team (1). <p>Accept other suitable responses.</p>	
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19	<p>During her first transition visit to the primary school, Chloe does not want to participate and gets upset.</p> <p>Miss Nowak shares this information with Chloe’s parents when they collect her at the end of the day.</p> <p>Discuss why it is important for Miss Nowak to talk to Chloe’s parents about what happened during this visit.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>9 to 12</td><td>Application of knowledge of why it is important for Miss Nowak to talk to Chloe’s parents about what happened during the first visit to the primary school is appropriate and accurate and shows clear understanding and relevance to context. Discussion to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made and conclusions drawn are fully supported by judgements.</td></tr> <tr> <td>2</td><td>5 to 8</td><td>Application of knowledge of why it is important for Miss Nowak to talk to Chloe’s parents about what happened during the first visit to the primary school is mostly appropriate, showing some clear understanding. There may be a few errors and a lack of clarity. Discussion to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made and there are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</td></tr> </tbody> </table>	Level	Mark	Descriptor	3	9 to 12	Application of knowledge of why it is important for Miss Nowak to talk to Chloe’s parents about what happened during the first visit to the primary school is appropriate and accurate and shows clear understanding and relevance to context. Discussion to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made and conclusions drawn are fully supported by judgements.	2	5 to 8	Application of knowledge of why it is important for Miss Nowak to talk to Chloe’s parents about what happened during the first visit to the primary school is mostly appropriate, showing some clear understanding. There may be a few errors and a lack of clarity. Discussion to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made and there are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.	<p>12</p> <p>AO2=6 AO3=6</p>
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1	1 to 4	Application of knowledge of why it is important for Miss Nowak to talk to Chloe's parents about what happened during the first visit to the primary school is limited and may show a lack of understanding. There may be a number of errors. 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 and attempts to draw conclusions are seldom successful and likely to be irrelevant.
	0	No relevant material.

Indicative content

Discussion of why it is important for Miss Nowak to talk to Chloe's parents about what happened during the first visit to the primary school may include:

A02:

- afterwards, Chloe's parents can then talk to Chloe about what happened during the visit
- during the discussion Chloe's parents can share information about Chloe's needs with Miss Nowak – Miss Nowak can share information with the team to ensure appropriate support is offered to Chloe
- shows Chloe that her parents and Miss Nowak are working together
- provides a positive first interaction between Miss Nowak and the parents.

A03:

- Chloe can then receive emotional support from her parents, which will help her understand her feelings and prepare for the next time Chloe visits school
- helps Miss Nowak support and understand Chloe's medical needs / feelings and know how to best support Chloe in the future
- helps Miss Nowak to put in place any changes to practice that can support Chloe during the school routine, which will avoid the same issues occurring again
- helps build a future relationship between Miss Nowak and Chloe's parents, which means they can work together for Chloe's benefit.

Accept other suitable responses.

20	<p>When she starts at the primary school, Chloe does not know any of the children in her class.</p> <p>Using an example, explain one (1) way that Miss Nowak can help Chloe make friends at the primary school.</p> <p>Award one mark for an explanation of a way that Miss Nowak can help Chloe make friends at the primary school, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • Miss Nowak can set up activities in the classroom where Chloe could work co-operatively with others on a specific task such as model making (1) – this provides an opportunity for Chloe to spend time together with another child, which may help Chloe to begin developing a friendship (1) • Miss Nowak can ask Chloe and other children in the class to bring in an item from home such as a favourite book (1) – children will then see that they have shared interests / things in common with other children, including Chloe and start to build relationships (1) • Miss Nowak could introduce a ‘buddy bus stop’ where children can gather if they do not have someone to play with (1) – this provides an opportunity for Chloe to meet up with children she has not met before and start to develop interaction with others (1) <p>Miss Nowak can praise Chloe when she interacts or plays with other children (1) – this will reinforce to Chloe the importance of making friends (1).</p> <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p>
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Assessment objective (AO) Grid

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