



**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 2025

Assessment Code: AGAEYCE
Paper number: P002650

Mark Scheme

V1.0 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 objectives (AOs) 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.
- 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 they are 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.

Q	Mark scheme	Total marks
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Tom is an early years practitioner working in a private day nursery. He works in the toddler room with children aged 2 to 3 years. The day nursery's ethos is to promote a safe, nurturing and inclusive environment for all children through positive partnership working.

Ava is 2 years and 6 months old. She has recently started at the day nursery for 3 days a week in the toddler room. Ava's parents work full time, so they have employed a nanny to support them in caring for her. The nanny mostly takes Ava to nursery although her parents try to take her when they can.

Ava frequently seeks reassurance from adults at the nursery, and she is upset when being left in the mornings.

1	<p>Ava's nanny takes her to groups that offer voluntary childcare provision when she is not at nursery.</p> <p>Identify two voluntary childcare provisions.</p> <p>Award one mark for each voluntary provision, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • community play spaces (1) • parent and toddler group (1) • playgroups (1) • family support centres (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO1 = 2</p>
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2 (a)	<p>The day nursery Ava attends provides private childcare provision.</p> <p>Identify two other types of private childcare provision.</p> <p>Award one mark for each example of private childcare provision identified, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • creche (1) • playgroup (1) • pre-school (1) • childminder (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO1 = 2</p>
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<p>2 (b)</p>	<p>Describe one benefit of private childcare provision.</p> <p>Award one mark for each point, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • provides flexible hours around the needs of the children and families (1) which includes out of term provision to accommodate working parents (1) • provides continuity of care from birth to 5 years (1) which supports smooth transitions for children before they start school (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2 = 2</p>
<p>3</p>	<p>Maintaining confidentiality is a key quality of a professional childcare practitioner.</p> <p>Identify three ways to maintain confidentiality.</p> <p>Award one mark for each correct way identified, up to a maximum of three marks:</p> <ul style="list-style-type: none"> • ensure information is stored securely (1) • use passwords to protect information (1) • dispose of documents when no longer required in the correct way (1) • report concerns to the correct person, such as the Designated Safeguarding Lead (DSL) (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1 = 3</p>
<p>4</p>	<p>As a childcare practitioner, Tom is aware of his boundaries and limitations when building relationships professionally and personally within his role.</p> <p>Explain one reason why it is important for Tom to be aware of his boundaries and limitations within his role.</p> <p>Award one mark for each explanation point, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • maintain professionalism by understanding his own roles and responsibilities as a childcare practitioner professionally / personally (1) in relation to policies and procedures to avoid any breach that may lead to a disciplinary (1) 	<p>2</p> <p>AO2 = 2</p>

	<ul style="list-style-type: none"> to ensure safeguarding procedures are followed appropriately to maintain the safety of children and others (1) in relation to recording and reporting to the appropriate person to avoid a breach of confidentiality (1). <p>Accept any other suitable response.</p>	
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<p>5</p>	<p>Explain the importance of the childcare practitioner being observant whilst caring for children.</p> <p>Award one mark for each explanation point, up to a maximum of two marks:</p> <ul style="list-style-type: none"> to be able to identify developmental milestones to recognise children’s needs (1), to support an evaluation of the child’s progress that will assist the practitioner in planning the next steps (1) to ensure the safety and wellbeing of children to identify any safeguarding concerns (1). Through regular observations the practitioner can identify changes in behaviour (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2 = 2</p>
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<p>6 (a)</p>	<p>Identify three factors that support effective teamwork.</p> <p>Award one mark for each factor identified, up to a maximum of three marks:</p> <ul style="list-style-type: none"> collaboration (1) sharing of information (1) recording and reporting (1) listening (1) inclusion (1) co-operation (1) consideration (1) respect and value (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1 = 3</p>
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6 (b)	<p>Tom knows that effective teamwork is essential in supporting children’s care, learning and development.</p> <p>Discuss how factors of effective teamwork help support children’s individual needs.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Band</th> <th style="text-align: center;">Mark</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5 to 6</td> <td> <p>AO3 – excellent discussion of how factors for effective teamwork help to support children’s individual needs.</p> <p>AO2 – excellent application of knowledge and understanding of factors which contribute towards effective teamwork.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3 to 4</td> <td> <p>AO3 – good discussion of how factors for effective teamwork help to support children’s individual needs.</p> <p>AO2 – good application of knowledge and understanding of factors which contribute towards effective teamwork.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1 to 2</td> <td> <p>AO3 – limited discussion of how factors for effective teamwork help to support children’s individual needs.</p> <p>AO2 – limited application of knowledge and understanding of factors which contribute towards effective teamwork.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No rewardable material</td> </tr> </tbody> </table> <p>Indicative content</p> <p>AO2 – learners will apply knowledge and understanding of factors for effective teamwork:</p> <ul style="list-style-type: none"> • collaboration – a strong team will have a shared vision towards creating a safe, nurturing environment for all children • sharing of information – team members must communicate openly and regularly to share important information about children’s needs • co-operation – effective teams clearly understand each other’s roles and responsibilities; this ensures accountability and fairness of job roles • respect and value – respect in a team means acknowledging and appreciating each other’s contributions; valuing others can mean using their strengths to enhance the team’s performance. <p>AO3 – learners will discuss factors of effective teamwork:</p>	Band	Mark	Descriptor	3	5 to 6	<p>AO3 – excellent discussion of how factors for effective teamwork help to support children’s individual needs.</p> <p>AO2 – excellent application of knowledge and understanding of factors which contribute towards effective teamwork.</p>	2	3 to 4	<p>AO3 – good discussion of how factors for effective teamwork help to support children’s individual needs.</p> <p>AO2 – good application of knowledge and understanding of factors which contribute towards effective teamwork.</p>	1	1 to 2	<p>AO3 – limited discussion of how factors for effective teamwork help to support children’s individual needs.</p> <p>AO2 – limited application of knowledge and understanding of factors which contribute towards effective teamwork.</p>		0	No rewardable material	<p>6</p> <p>AO2 = 3</p> <p>AO3 = 3</p>
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	<ul style="list-style-type: none">• collaboration – a shared vision ensures that all team members understand their roles; they understand how their role contributes towards a larger goal and can boost morale within the setting• sharing of information – without clear communication, details about children’s needs may be missed, which could impact their development and wellbeing; clear communication ensures accurate sharing of information• co-operation – when practitioners have clarity of their role it can prevent conflict and ownership ensures that their tasks are completed, such as practitioners understanding when it is their turn to change babies’ nappies or prepare the snacks• respect and value – building respect and value within a childcare team means practitioners are more willing to collaborate and share workloads; team members will feel respected and valued when they are trusted and supported within their role. <p>Accept any other suitable response.</p>	
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Past paper

7	<p>Tom understands the importance of maintaining professional partnerships with parents.</p> <p>Discuss reasons why maintaining professional partnerships with parents is important.</p>	<p>6</p> <p>AO1 = 2 AO2 = 2 AO3 = 2</p>															
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<p>Indicative content</p> <p>AO1 – learners will recall knowledge and understanding of professional partnerships with parents:</p> <ul style="list-style-type: none"> • to ensure consistency and continuity of children’s care • to enhance communication and shared knowledge • to enable collaboration to support children’s holistic development. 																	

	<p>AO2 – learners will apply knowledge and understanding of professional partnerships with parents:</p> <ul style="list-style-type: none"> • professional partnerships with parents enables a consistent approach in routines, values and expectations between home and nursery • using effective communication to share knowledge helps the identification of early concerns through a child-centred approach to support their individual needs • when childcare practitioners collaborate effectively with parents, it helps to develop respect towards creating an inclusive environment. <p>AO3 – learners will assess the importance of professional partnerships with parents:</p> <ul style="list-style-type: none"> • professional partnerships with parents help to build trusting relationships, developing a sense of security for them to be able to discuss any concerns they have regarding the child’s development • the effectiveness of professional partnerships will be strengthened by effective communication, enabling open and honest conversations when challenges arise • all professionals should work in partnership with parents to ensure that strategies being applied are appropriate / consistent around the needs of the family in supporting the child’s progress. <p>Accept any other suitable response.</p>	
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<p>8</p>	<p>Ava’s parents have recently discussed the need for a reliable approach to her care and learning. Tom has reassured them by explaining that the nursery consistently adopts a child-centred approach.</p> <p>Assess the importance of a child-centred approach in supporting children’s care and learning.</p> <p>AO2</p> <p>Award one mark for each assessed point, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • the importance of a child-centred approach is that it enables planning around the child's needs (1) this supports all aspects of the child’s holistic development (1) • the importance of a child-centred approach is that it allows practitioners to understand their interests (1) and helps to plan activities to promote the child’s engagement (1). 	<p>4</p> <p>AO2 = 2 AO3 = 2</p>
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	<p>AO3</p> <p>Award one mark for each assessed point, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • helps childcare practitioners to develop positive relationships with children (1), which builds trust and respect between the child, families and others (1) • enables the child to feel valued, offering a sense of belonging (1), which helps to develop self-esteem and resilience in activities during play (1). <p>Accept any other suitable response.</p>	
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9	<p>Tom is aware of the importance of carrying out regular continuing professional development (CPD) as part of his role as a childcare practitioner.</p> <p>Discuss reasons why Tom should engage in CPD.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Band</th> <th style="width: 10%;">Mark</th> <th style="width: 80%;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">7 to 9</td> <td> <p>AO3 – excellent discussion of the importance of engaging in CPD.</p> <p>AO2 – excellent application of knowledge and understanding of engaging in CPD.</p> <p>AO1 – excellent recall of knowledge and understanding of engaging in CPD.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4 to 6</td> <td> <p>AO3 – good discussion of the importance of CPD.</p> <p>AO2 – good application of knowledge and understanding of engaging in CPD.</p> <p>AO1 – good recall of knowledge and understanding of engaging in CPD.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1 to 3</td> <td> <p>AO3 – limited discussion of the importance of CPD.</p> <p>AO2 – limited application of knowledge and understanding of engaging in CPD.</p> <p>AO1 – limited recall of knowledge and understanding of engaging in CPD.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No rewardable material</td> </tr> </tbody> </table>	Band	Mark	Descriptor	3	7 to 9	<p>AO3 – excellent discussion of the importance of engaging in CPD.</p> <p>AO2 – excellent application of knowledge and understanding of engaging in CPD.</p> <p>AO1 – excellent recall of knowledge and understanding of engaging in CPD.</p>	2	4 to 6	<p>AO3 – good discussion of the importance of CPD.</p> <p>AO2 – good application of knowledge and understanding of engaging in CPD.</p> <p>AO1 – good recall of knowledge and understanding of engaging in CPD.</p>	1	1 to 3	<p>AO3 – limited discussion of the importance of CPD.</p> <p>AO2 – limited application of knowledge and understanding of engaging in CPD.</p> <p>AO1 – limited recall of knowledge and understanding of engaging in CPD.</p>		0	No rewardable material	<p>9</p> <p>AO1 = 3 AO2 = 3 AO3 = 3</p>
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	<p>Indicative content</p> <p>AO1 – learners will recall knowledge and understanding of the importance of CPD:</p> <ul style="list-style-type: none"> • to become a reflective practitioner • to improve practice • to allow for personal development. <p>AO2 – learners will apply knowledge and understanding of CPD:</p> <ul style="list-style-type: none"> • being a reflective practitioner may enable Tom to continually improve the quality of care and education provided for children and create effective teams within the childcare setting • CPD will allow for improvement to Tom’s practice as he is more likely to implement what he has learned, such as developing strategies to support children’s development • Tom’s CPD may support his personal development by improving communication and relationships when working in a team and provides opportunities for career progression in the long-term. <p>AO3 – learners will evaluate the importance of CPD:</p> <ul style="list-style-type: none"> • CPD can improve Tom’s reflective practice as it promotes personal growth, ensuring that as a childcare practitioner Tom is effective and responsive within his role • CPD enhances Tom’s professional competence and expertise which ensures that he can respond to challenges that arise, in an appropriate way, in line with policies and procedures • CPD can improve Tom’s communication, which can positively impact his relationships within the team and boost his personal development and job satisfaction. <p>Accept any other suitable response.</p>	
<p>10</p>	<p>Tom has been asked to create strategies for recording his CPD. He has chosen to use SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) targets.</p> <p>Explain two benefits of this type of strategy for CPD.</p> <p>Award up to two marks for each benefit explained, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • using SMART targets enables Tom to decide on relevant personal goals (1) that will help him to define clear objectives towards his career growth (1) 	<p>4</p> <p>AO2 = 4</p>

	<ul style="list-style-type: none"> • using SMART targets will help increase Tom’s motivation in meeting deadlines (1) which will help Tom remain focussed on ways to achieve and develop his practice (1) • using SMART targets enables Tom to be more accountable through setting time bound goals (1) which will help him track his progress towards improving his development / practice (1). <p>Accept any other suitable response.</p>	
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<p>11</p>	<p>Tom uses Gibbs’ reflective cycle to improve his practice.</p> <p>Describe how Gibbs’ reflective cycle can support Tom in his practice.</p> <p>Award one mark for each description point, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • can enable Tom to identify his strengths and areas for improvement (1); this will support his continuous learning to build on his skills and improve his practice (1) • enables Tom to have a deeper understanding of his own actions (1); this will help him to identify appropriate strategies that could be used more effectively, boosting his motivation and confidence (1). <p>Accept any other suitable responses.</p>	<p>2</p> <p>AO2=2</p>
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<p>12 (a)</p>	<p>Ava is 2 years and 6 months old. Tom is carrying out an assessment on Ava’s cognitive development to evaluate her progress.</p> <p>Identify four key milestones of cognitive development Tom would expect to see at this age.</p> <p>Award one mark for each milestone identified, up to a maximum of four marks:</p> <ul style="list-style-type: none"> • memory and recall (1) • problem solving (1) • symbolic thinking (1) • critical thinking (1) • attention (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1 = 4</p>
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<p>12 (b)</p>	<p>Describe two ways cognitive development is interconnected with other areas of development.</p> <p>Award one mark for each description, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • cognitive development is linked to language development as children learn new words and engage in conversation (1), which helps to develop expressive language / ask questions / process information (1) • cognitive development is linked to social and emotional development enabling children to understand their own and others' emotions (1) this helps children to manage their feelings, co-operate with others, and build relationships (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO2 = 4</p>
<p>13</p>	<p>Identify three key influences on early brain development.</p> <p>Award one mark for each point identified, up to a maximum of three marks:</p> <ul style="list-style-type: none"> • adverse childhood experiences / trauma (1) • environment (1) • inherited conditions / genetics (1) • diet / nutrition (1) • sleep / rest (1). <p>Accept any other suitable responses.</p>	<p>3</p> <p>AO1 = 3</p>
<p>14</p>	<p>Tom's recent assessments have revealed that Ava, who is 2 years and 6 months old, has not yet reached the expected milestones for social and emotional development.</p> <p>Evaluate ways Tom could support Ava in meeting her expected milestones for social and emotional development.</p> <p>Award one mark for each evaluation point, up to a maximum of three marks:</p> <ul style="list-style-type: none"> • Tom could support Ava in expressing her emotions using simple words / phrases (1) this will help her regulate her emotions and provide reassurance / comfort in a safe nurturing environment (1). Using this approach will support her progress in social and emotional development appropriate for her stage of development (1). 	<p>3</p> <p>AO3 = 3</p>

	<ul style="list-style-type: none"> • Tom could plan activities and experiences around Ava’s interests (1). This will help to engage her in play with others to support her in learning to take turns / share (1) which will support her in building positive relationships with her peers (1). • Tom could encourage Ava to be more independent through giving choices, by planning opportunities for self-help activities (1) where Tom could model appropriate behaviour and offer praise and encouragement (1), which will allow Ava to feel a sense of achievement in completing simple tasks independently (1). <p>Accept any other suitable response.</p>	
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15	<p>Ava’s parents are keen support her social and emotional development, but they are concerned about the impact of biological and environmental factors.</p> <p>Discuss how both biological and environmental factors could impact social and emotional development.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Mark</th> <th style="width: 80%;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">9 to 12</td> <td> <p>AO3 – excellent discussion of the potential effects of biological and environmental factors on social and emotional development.</p> <p>AO2 – excellent application of knowledge and understanding of the effects of biological and environmental factors on social and emotional development.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5 to 8</td> <td> <p>AO3 – good discussion of the potential effects of biological and environmental factors on social and emotional development</p> <p>AO2 – good application of knowledge and understanding of the effects of biological and environmental factors on social and emotional development.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1 to 4</td> <td> <p>AO3 – limited discussion of the potential effects of biological and environmental factors on social and emotional development.</p> <p>AO2 – limited application of knowledge and understanding of the effects of biological and environmental factors on social and emotional development.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No rewardable material</td> </tr> </tbody> </table>	Level	Mark	Descriptor	3	9 to 12	<p>AO3 – excellent discussion of the potential effects of biological and environmental factors on social and emotional development.</p> <p>AO2 – excellent application of knowledge and understanding of the effects of biological and environmental factors on social and emotional development.</p>	2	5 to 8	<p>AO3 – good discussion of the potential effects of biological and environmental factors on social and emotional development</p> <p>AO2 – good application of knowledge and understanding of the effects of biological and environmental factors on social and emotional development.</p>	1	1 to 4	<p>AO3 – limited discussion of the potential effects of biological and environmental factors on social and emotional development.</p> <p>AO2 – limited application of knowledge and understanding of the effects of biological and environmental factors on social and emotional development.</p>		0	No rewardable material	<p>12</p> <p>AO2 = 6 AO3 = 6</p>
Level	Mark	Descriptor															
3	9 to 12	<p>AO3 – excellent discussion of the potential effects of biological and environmental factors on social and emotional development.</p> <p>AO2 – excellent application of knowledge and understanding of the effects of biological and environmental factors on social and emotional development.</p>															
2	5 to 8	<p>AO3 – good discussion of the potential effects of biological and environmental factors on social and emotional development</p> <p>AO2 – good application of knowledge and understanding of the effects of biological and environmental factors on social and emotional development.</p>															
1	1 to 4	<p>AO3 – limited discussion of the potential effects of biological and environmental factors on social and emotional development.</p> <p>AO2 – limited application of knowledge and understanding of the effects of biological and environmental factors on social and emotional development.</p>															
	0	No rewardable material															

Indicative content

A02 – learners will apply knowledge and understanding of the effects of biological and environmental factors:

Biological factors may include:

- inherited genetic traits, such as temperament, which could influence attachments with others
- inherited physical disability which could impact a child's social engagement with others
- being neurodiverse which could impact their ability to communicate effectively with others.

Environmental factors may include:

- family environment can significantly affect emotional development and secure attachments
- lack of opportunity to engage with others may cause a delay in social skills
- the family's socioeconomic status, such as not having access to resources and opportunities to support development, may lead to insecurities.

A03 – learners will discuss the potential effects of biological and environmental factors on development.

Biological factors may include:

- inherited genes shape a child's temperament and emotional responses, impacting how a child interacts with others to form secure attachments; these may affect how the child forms and builds relationships in the future
- brain development during the early years sets the foundation for future learning, enabling children to develop self-regulation and empathy to support all areas of their development
- neurodiversity may cause difficulties with understanding and using communication such as reading facial expressions / tone of voice / body language, which could create challenges when forming relationships.

Environmental factors may include:

- a positive family environment with emotional support and healthy attachment can have long-term benefits for children's social and emotional development by allowing them to feel a sense of security and belonging
- positive early experiences and a stimulating environment can lead to effective social skills and emotional resilience that supports secure attachments, promotes self-esteem and healthy relationships

	<ul style="list-style-type: none"> the long-term effects of growing up in a lower socioeconomic environment could limit a child's access to quality education, health care, and social opportunities leading to poverty /stress. <p>Accept any other suitable response.</p>	
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<p>16 (a)</p>	<p>Name three child development theorists.</p> <p>Award one mark for each correct theorist, up to a maximum of three marks:</p> <ul style="list-style-type: none"> Vygotsky (1) Bruner (1) Piaget (1) Bowlby (1) Bruner (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1 = 3</p>
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<p>16 (b)</p>	<p>Describe an approach of one theoretical perspective on child development.</p> <p>Award one mark for correct description point, up to a maximum of two marks:</p> <ul style="list-style-type: none"> Piaget's cognitive development theory suggested that children progress through a series of four stages of cognitive development (1) and his theory suggested that children construct their knowledge through interacting within their environment through stages, such as sensorimotor, pre-operational, concrete operational and formal operational (1) Bowlby's theory identified that children were born with the ability to form attachments with their primary caregiver (1) and his theory suggested that early attachments are essential for emotional regulation, security and holistic development (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2 = 2</p>
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<p>17 (a)</p>	<p>Define the term 'attachment'.</p> <p>Award one mark for a correct definition:</p> <ul style="list-style-type: none"> Attachment is a strong emotional bond between an infant and their parent / carer. (1) 	<p>1</p> <p>AO1 = 1</p>
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	<p>Accept any other suitable response.</p>	
<p>17 (b)</p>	<p>Describe one factor affecting attachment in children.</p> <p>Award one mark for each discussion point, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • postnatal depression may make it difficult for a mother to build an attachment with her baby (1) which could lead to insecure attachments in the future (1) • babies that are born prematurely and cared for in intensive care could have limited immediate bonding opportunities (1) which could make it challenging for the child to form an attachment with their primary carer (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2 = 2</p>
<p>18</p>	<p>Tom attended a training session on building resilience in children.</p> <p>Give three impacts of resilience on a child’s holistic development.</p> <p>Give one mark for each identified impact, up to a maximum of three marks:</p> <ul style="list-style-type: none"> • children can develop skills needed to manage their emotions (1) • children can build positive relationships with adults and peers (1) • children develop problem-solving skills (1) • helps children develop confidence / self-esteem (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1 = 3</p>

Assessment objective (AO) grid

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