



NCFE CACHE Level 3 Certificate in Preparing to Work in Early Years Education and Care (601/3955/9)

NCFE CACHE Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/2147/6)

NCFE CACHE Technical Level 3 Diploma in Early Years Education and Care (Early Years Educator) (601/8438/3)

Thursday 6 February 2025

Assessment code: EYE/SAE

Paper number: P002647

Mark Scheme

v1.1 Post-standardisation

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

The purpose of this Mark Scheme is to give you:

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

Marking guidelines

General guidelines

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

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

Guidelines for using extended-response marking grids

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

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

When determining a mark, your decision should be based on the quality of the response in relation to the descriptors. 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 to live responses, to decide if it is the same, better or worse.

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

Assessment objectives (AOs)

This unit requires learners to:

AO1	Recall of knowledge and understanding
AO2	Application of knowledge and understanding
AO3	Analysis
AO4	Evaluation

Qu	Mark scheme	Total marks																		
1	<p>Describe ways that practitioners can keep children healthy in an early years setting.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>13 to 15</td><td>Response shows accuracy and development of knowledge.</td></tr> <tr> <td>3</td><td>9 to 12</td><td>Understanding shown, relevant examples or links to practice may be given.</td></tr> <tr> <td>2</td><td>5 to 8</td><td>Mainly correct with some development.</td></tr> <tr> <td>1</td><td>1 to 4</td><td>Basic recall of knowledge relevant to the question.</td></tr> <tr> <td></td><td>0</td><td>No relevant material.</td></tr> </tbody> </table> <p>Indicative content</p> <p>Description of ways that practitioners can keep children healthy in an early years setting, may include:</p> <ul style="list-style-type: none"> • providing healthy snacks • providing nutritionally balanced meals • planning healthy food activities • providing physical play activities • having outdoor play / exercise • keeping children hydrated • taking part in healthy lifestyle initiatives (national and local) • including appropriate care routines • following hygiene procedures • providing suitable heating / lighting / ventilation • providing shelter / sun protection / warm clothing. <p>Accept any other suitable response.</p>	Level	Mark	Descriptor	4	13 to 15	Response shows accuracy and development of knowledge.	3	9 to 12	Understanding shown, relevant examples or links to practice may be given.	2	5 to 8	Mainly correct with some development.	1	1 to 4	Basic recall of knowledge relevant to the question.		0	No relevant material.	<p>15</p> <p>AO1=15</p>
Level	Mark	Descriptor																		
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3	9 to 12	Understanding shown, relevant examples or links to practice may be given.																		
2	5 to 8	Mainly correct with some development.																		
1	1 to 4	Basic recall of knowledge relevant to the question.																		
	0	No relevant material.																		

2	Explain how practitioners can support children’s emotional wellbeing in an early years setting.	20 AO2=20																					
<table border="1" data-bbox="296 349 1246 1093"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>5</td><td>17 to 20</td><td>Accurate application of knowledge with coherent discussion and valid conclusion(s).</td></tr> <tr> <td>4</td><td>13 to 16</td><td>Response shows development of knowledge and understanding of the subject. Development may be shown through appropriate links to legislation / initiatives / theory or frameworks.</td></tr> <tr> <td>3</td><td>9 to 12</td><td>Understanding mainly correct with some development. May include views, opinions or links to practice.</td></tr> <tr> <td>2</td><td>5 to 8</td><td>Relevant knowledge shown.</td></tr> <tr> <td>1</td><td>1 to 4</td><td>Basic knowledge shown, simple statements.</td></tr> <tr> <td></td><td>0</td><td>No relevant material.</td></tr> </tbody> </table>			Level	Mark	Descriptor	5	17 to 20	Accurate application of knowledge with coherent discussion and valid conclusion(s).	4	13 to 16	Response shows development of knowledge and understanding of the subject. Development may be shown through appropriate links to legislation / initiatives / theory or frameworks.	3	9 to 12	Understanding mainly correct with some development. May include views, opinions or links to practice.	2	5 to 8	Relevant knowledge shown.	1	1 to 4	Basic knowledge shown, simple statements.		0	No relevant material.
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2	5 to 8	Relevant knowledge shown.																					
1	1 to 4	Basic knowledge shown, simple statements.																					
	0	No relevant material.																					
<p>Indicative content</p> <p>Explanation of how practitioners working in an early years setting can support children’s emotional wellbeing, may include:</p> <ul style="list-style-type: none"> • talking to / listening to children to provide children with opportunities to express themselves • finding out about children’s needs / interests / experiences to provide activities to support emotional development • giving children opportunities to share concerns / worries / opinions through spending quality / one to one time with children • consistency of expectations / outcomes / routines supporting children during change / transition. • managing conflict consistently and fairly in line with the setting equality and inclusion policies • working in partnership with child’s family to provide appropriate strategies to support the needs of the child • planning group activities for collaboration / cooperation supporting children to develop relationships <p>Accept any other suitable response.</p>																							

3	<p>Identify ways the practitioner can keep children safe during outdoor play.</p> <table border="1" data-bbox="296 360 1246 916"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>3</td><td>8 to 10</td><td>Response shows accurate knowledge and understanding of the subject with depth.</td></tr> <tr> <td>2</td><td>4 to 7</td><td>Understanding shown with some development. May use relevant examples or give links to practice.</td></tr> <tr> <td>1</td><td>1 to 3</td><td>Basic recall of knowledge relevant to the question.</td></tr> <tr> <td></td><td>0</td><td>No relevant material.</td></tr> </tbody> </table> <p>Indicative content</p> <p>Ways that the practitioner can keep children safe during outdoor play may include:</p> <ul style="list-style-type: none"> • carry out a risk assessment before taking children outdoors • implement control measures from the risk assessment • check equipment during play • observe children throughout the outdoor play time • support any children who are not participating / lack confidence (emotional safety) • ensure clothing is safe (shoelaces tied, belts fastened etc.) • conduct regular head counts • plan age / stage appropriate outdoor activities • ensure children are dressed appropriately for the weather • apply sunscreen during sunny weather • provide appropriate shelter / shade • give children access to drinking water • manage slippery surfaces • check gates / fences are secure whilst the children are outdoors • follow all relevant policies and procedures. <p>Accept any other suitable response.</p>	Level	Mark	Descriptor	3	8 to 10	Response shows accurate knowledge and understanding of the subject with depth.	2	4 to 7	Understanding shown with some development. May use relevant examples or give links to practice.	1	1 to 3	Basic recall of knowledge relevant to the question.		0	No relevant material.	<p>10</p> <p>AO1=10</p>
Level	Mark	Descriptor															
3	8 to 10	Response shows accurate knowledge and understanding of the subject with depth.															
2	4 to 7	Understanding shown with some development. May use relevant examples or give links to practice.															
1	1 to 3	Basic recall of knowledge relevant to the question.															
	0	No relevant material.															

4	Discuss why it is important to have and to follow a whistleblowing policy in an early years setting.		20 AO3=20
Level	Mark	Descriptor	
5	17 to 20	Coherent discussion with reasoned judgements. Analysis from more than one perspective.	
4	13 to 16	Development of knowledge and understanding of the subject. Development of discussion to include relevant links to legislation / initiatives / theory or frameworks. Evidence of analysis.	
3	9 to 12	Understanding mainly correct with some development. May include views, opinions and / or application to practice.	
2	5 to 8	Relevant knowledge and understanding shown.	
1	1 to 4	Basic knowledge shown, simple statements.	
	0	No relevant material.	
<p>Indicative content</p> <p>Discussion of why it is important to have and follow a whistleblowing policy in an early years setting, may include:</p> <ul style="list-style-type: none"> to protect practitioners from counter actions when they report concerns around the practice of others either within the setting or external partners to ensure that the law is being followed and the organisation undertakes prompt investigation, whilst protecting the whistleblower, to best safeguard the children and / or minimise allegations of organisational failure to act to ensure that practitioners have the confidence to raise concerns for investigation, which if ignored could be a potential safeguarding risk to children to ensure all children are safeguarded through prompt actions when a colleague has concerns that standards of care are not being met, in the knowledge that they as whistleblowers are protected by law so that parents / carers can have trust in the whole staff team and be able to feel confident that any allegation of poor practice 			

	will be handled immediately and professionally therefore safeguarding children and adults.	
	Accept any other suitable response.	

5	<p>Discuss the importance of promoting inclusive practice in an early years setting.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>4</td><td>13 to 15</td><td>Evaluation of relevant issues to form a valid conclusion.</td></tr> <tr> <td>3</td><td>9 to 12</td><td>Coherent discussion to include links to legislation / initiatives / theory or frameworks.</td></tr> <tr> <td>2</td><td>5 to 8</td><td>Understanding mainly correct with some development. May include valid views, opinions and / or application to practice.</td></tr> <tr> <td>1</td><td>1 to 4</td><td>Basic knowledge shown relevant to the question.</td></tr> <tr> <td></td><td>0</td><td>No relevant material</td></tr> </tbody> </table> <p>Indicative content</p> <p>Discuss the importance of promoting inclusive practice in an early years setting may include:</p> <ul style="list-style-type: none"> • to ensure every child has equal opportunity to engage in all activities by differentiation of the activity to meet individual needs • supporting the emotional wellbeing of all children to allow them to feel confident and have a sense of belonging • demonstrating positive regard for cultural differences to value diversity and celebrate all religious / cultural festivals to promote a culture of acceptance • to ensure compliance within Early Years Frameworks and legislation to uphold the rights of the child and conform with Ofsted / safeguarding / SEND requirements • to ensure suitable access to all aspects of the early years provision for children and adults by providing a range of resources that successfully identifies and removes barriers to participation that may limit engagement and inclusion • practitioners being positive role models, enables children to experience an inclusive environment which values and promotes acceptance within an environment that is welcoming and familiar to the child. 	Level	Mark	Descriptor	4	13 to 15	Evaluation of relevant issues to form a valid conclusion.	3	9 to 12	Coherent discussion to include links to legislation / initiatives / theory or frameworks.	2	5 to 8	Understanding mainly correct with some development. May include valid views, opinions and / or application to practice.	1	1 to 4	Basic knowledge shown relevant to the question.		0	No relevant material	<p>15</p> <p>AO4=15</p>
Level	Mark	Descriptor																		
4	13 to 15	Evaluation of relevant issues to form a valid conclusion.																		
3	9 to 12	Coherent discussion to include links to legislation / initiatives / theory or frameworks.																		
2	5 to 8	Understanding mainly correct with some development. May include valid views, opinions and / or application to practice.																		
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	Accept any other suitable response.	
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6	<p>Describe ways that practitioners in an early years setting could involve parents / carers in their child's learning.</p> <table border="1"> <thead> <tr> <th>Level</th><th>Mark</th><th>Descriptor</th></tr> </thead> <tbody> <tr> <td>5</td><td>17 to 20</td><td>Accurate application of knowledge with coherent discussion and valid conclusions.</td></tr> <tr> <td>4</td><td>13 to 16</td><td>Response shows development of knowledge and understanding of the subject. Development may be shown through appropriate links to legislation / initiatives / theory or frameworks.</td></tr> <tr> <td>3</td><td>9 to 12</td><td>Understanding mainly correct with some development. May include views, opinions and / or application to practice.</td></tr> <tr> <td>2</td><td>5 to 8</td><td>Relevant knowledge shown.</td></tr> <tr> <td>1</td><td>1 to 4</td><td>Basic knowledge shown, simple statements.</td></tr> <tr> <td></td><td>0</td><td>No relevant material.</td></tr> </tbody> </table> <p>Indicative content</p> <p>Description of ways practitioners in an early years setting involve parents / carers in their child's learning, may include:</p> <ul style="list-style-type: none"> • inviting parents / carers into the setting to understand how their children learn through play • sharing the setting's planning of topics and themes to help parents / carers feel informed and included • giving parents / carers ideas of ways to support children's learning outside of the setting to enhance their learning • communicating children's learning and progression through sharing of daily updates / feedback books / technology to understand children's strengths and areas for development • sharing observations with parents / carers to inform and give them opportunities to discuss their child's next steps 	Level	Mark	Descriptor	5	17 to 20	Accurate application of knowledge with coherent discussion and valid conclusions.	4	13 to 16	Response shows development of knowledge and understanding of the subject. Development may be shown through appropriate links to legislation / initiatives / theory or frameworks.	3	9 to 12	Understanding mainly correct with some development. May include views, opinions and / or application to practice.	2	5 to 8	Relevant knowledge shown.	1	1 to 4	Basic knowledge shown, simple statements.		0	No relevant material.	<p>20</p> <p>AO2=20</p>
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	<ul style="list-style-type: none"> • encouraging parents / carers to take part in stay and play sessions, to enable parents / carers to replicate activities / opportunities at home • parent / carer open events to inform parents of progress / concerns / next steps • talking / listening to parents / carers at the start / end of the day to gain understanding of the child's needs • sharing resources / books with parents / carers to allow them to continue to support their child to learn at home. <p>Accept any other suitable response.</p>	
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Assessment Objective Grid

Question	AO1	AO2	AO3	AO4	Total
1	15				15
2		20			20
3	10				10
4			20		20
5				15	15
6		20			20
Total	25	40	20	15	100