



**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)**

February 2022

Assessment code: EYE/SAE

Paper number: P001483

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(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 front 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, 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

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
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1	<p>Describe ways that practitioners promote children’s healthy eating in an early years setting.</p> <table border="1" data-bbox="295 499 1246 837"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>13 – 15</td> <td>Response shows accuracy and development of knowledge.</td> </tr> <tr> <td>3</td> <td>9 – 12</td> <td>Understanding shown, relevant examples or links to practice may be given.</td> </tr> <tr> <td>2</td> <td>5 – 8</td> <td>Mainly correct with some development.</td> </tr> <tr> <td>1</td> <td>1 – 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 the practitioner can encourage children to eat healthily within an early years setting may include:</p> <ul style="list-style-type: none"> • providing healthy snacks • providing a varied nutritious diet • practitioners eating with children • appealing presentation of meals • not allowing unhealthy foods to be brought into the setting • creating displays on the importance of eating healthy foods • planning healthy food activities • including children in growing own vegetables • including children in preparation of meals. <p>Accept any other relevant response.</p>	Level	Marks	Description	4	13 – 15	Response shows accuracy and development of knowledge.	3	9 – 12	Understanding shown, relevant examples or links to practice may be given.	2	5 – 8	Mainly correct with some development.	1	1 – 4	Basic recall of knowledge relevant to the question.		0	No relevant material.	<p>15 AO1=15</p>
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2	<p>Explain how practitioners support the emotional well-being of children in an early years setting.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">17–20</td> <td>Accurate application of knowledge with coherent discussion and valid conclusion(s).</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">13–16</td> <td>Response shows development of knowledge and understanding of the subject. Development <i>may</i> be shown through appropriate links to legislation / initiatives / theory or frameworks or evidence of analysis.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">9–12</td> <td>Understanding mainly correct with some development. May include views, opinions or links to practice.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5–8</td> <td>Relevant knowledge shown.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–4</td> <td>Basic knowledge shown; simple statements.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>Indicative content</p> <p>Explanations should show how practitioners can support the emotional well-being of children in the setting and may include:</p> <ul style="list-style-type: none"> • talk to/listen to the children • providing the children with opportunities to express/ talk about own concerns/worries/excitement • find out about children’s needs/interests/past experiences • offer consistency of expectations/routines • manage conflict consistently and fairly • follow setting equality and inclusion policies • spend one to one time with the children • develop partnership working with the children’s family • observe the children (planning cycle) • plan activities to support the children’s emotional development • support children to develop relationships with other children • plan opportunities for group work • offer the appropriate level of support during activities • undertake children’s daily care routines • help the children to understand/cope with any change • provide the children with opportunities to role play situations/changes • demonstrate supportive interactions with parents/carers • reassure and comfort the children when distressed. <p>Accept any other relevant response.</p>	Level	Marks	Description	5	17–20	Accurate application of knowledge with coherent discussion and valid conclusion(s).	4	13–16	Response shows development of knowledge and understanding of the subject. Development <i>may</i> be shown through appropriate links to legislation / initiatives / theory or frameworks or evidence of analysis.	3	9–12	Understanding mainly correct with some development. May include views, opinions or links to practice.	2	5–8	Relevant knowledge shown.	1	1–4	Basic knowledge shown; simple statements.		0	No relevant material.	<p>20</p> <p>AO2=20</p>
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3	Describe daily procedures that practitioners carry out to maintain children’s safety in an early years setting.	10 AO1=10															
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<p>Indicative content</p> <p>Description of daily procedures the practitioner carries out to maintain the safety of the setting may include:</p> <ul style="list-style-type: none"> • risk-assessing activities • checking the outdoor area for hazards • registering children in/out of the setting • ensuring all adults in the setting are authorised to be there • ensuring a supply of soap/hand towels etc. • checking toys/equipment for damage • checking best-before dates on produce • undertaking care routines correctly • safe storage of medication brought into the setting • following safe sleep and rest procedures • reporting accidents/near misses • completing reporting forms accurately. <p>Accept any other relevant response.</p>																	

4	Discuss why practitioners must follow the setting’s policies and procedures when dealing with accidents.	20 AO3=20																					
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	<p>Indicative content</p> <p>Discussion of the importance of following policies and procedures correctly when dealing with accidents in the setting may include:</p> <ul style="list-style-type: none"> • to comply with legislation/frameworks • to ensure best practice • professional responsibility • protects from harm/further harm • protects the practitioner from allegations of poor practice • reassures parents/carers • ensures prompt requests for help from internal /external services • ensures information to report to services is available (fire etc) • responding appropriately to situations • to carry out own role/know boundaries of own role • so that everyone is aware of others’ roles/responsibilities • following reporting procedures • maintaining appropriate confidentiality. <p>Accept any other relevant response.</p>																						

5	<p>Discuss why practitioners must interact with children in a way that makes all children feel valued.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">13–15</td> <td>Evaluation of relevant issues to form a valid conclusion.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">9–12</td> <td>Coherent discussion to include links to legislation/initiatives/theory or frameworks.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5–8</td> <td>Understanding mainly correct with some development. May include valid views, opinions and/or application to practice.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–4</td> <td>Basic knowledge shown relevant to the question.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>Indicative content</p> <p>Discussion regarding why practitioners must interact in a way that makes all children feel valued may include:</p> <ul style="list-style-type: none"> • ensures that children’s differences are celebrated • meets the individual needs of children • supports children’s self-positive regard • contributes to children’s security, confidence and self-esteem • practitioners being good role models for children • creates an inclusive culture • supports a culture of tolerance • recognises that children are unique and have individual needs and interests • recognises the range of individual experiences and backgrounds of children • contributes to an enabling environment to support children’s learning and development • celebrates the diverse and multicultural society we live in • values and celebrates similarities and differences • promotes positive partnership with parents/carers • promotes positive relationships amongst children in the setting • ensures practitioners are adhering to their own professional responsibilities • ensures practitioners are adhering to the regulatory framework • demonstrates respect for all children • ensures equality and anti-discriminatory practice in the setting • reduces barriers and inequalities between individuals. <p>Accept any other relevant response.</p>	Level	Marks	Description	4	13–15	Evaluation of relevant issues to form a valid conclusion.	3	9–12	Coherent discussion to include links to legislation/initiatives/theory or frameworks.	2	5–8	Understanding mainly correct with some development. May include valid views, opinions and/or application to practice.	1	1–4	Basic knowledge shown relevant to the question.		0	No relevant material.	<p>15</p> <p>AO4=15</p>
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<p>Indicative content</p> <p>Description of ways that practitioners can develop effective partnerships with parents and/or carers may include:</p> <ul style="list-style-type: none"> • being welcoming to parents and carers • showing interest in their child/children’s experiences • giving parents/carers accurate information about their child • sharing child’s milestones with parents/carers • contributing to child’s daily diary/record • having parent/carer information events • having parental involvement in sessions/projects • arranging parents’ evenings • communicating regularly (written/verbal) • communicating professionally/giving appropriate level of detail • sharing concerns with parents • listening to and responding quickly to parental concerns • behaving professionally towards parents • maintaining appropriate confidentiality • being transparent and honest with parents (in line with own job role) • ensuring parental awareness of policies and reporting procedures. <p>Accept any other relevant response.</p>																							

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