



**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)**

May 2022

Assessment code: EYE/SAE

Paper number: P001484

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																		
1	<p>There are national and local initiatives which promote healthy lifestyles for children and families.</p> <p>Name and describe one (1) of these initiatives.</p> <table border="1" data-bbox="295 546 1246 887"> <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 how one (1) national or local initiative promotes healthy lifestyles for children and families may include:</p> <ul style="list-style-type: none"> • Parkrun • The Eatwell Guide • Change4Life • Start4Life • Every Mind Matters • Value of Vaccines • Healthier You • National Smile Month • Food for Life • School Fruit and Vegetable Scheme. <p>Accept descriptions of other valid initiatives.</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</p> <p>AO1=15</p>
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	0	No relevant material.																		

2	<p>Explain the ways that practitioners develop secure relationships with children who have just started in the early years setting.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>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 style="text-align: center;"></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>Indicative content</p> <p>Explanation should show an understanding of how practitioners develop secure relationships with children who are new to the setting and may include:</p> <ul style="list-style-type: none"> • following ‘key person’ requirements of own job role • being warm and welcoming • following the settling-in policy • taking the time to understand the child’s needs/likes/interests • meeting child’s individual needs • carrying out the child’s care routines • comforting the child • working in partnership with parents and/or carers • spending one-on-one time with the child • supporting the child to develop relationships with other children. <p>Accept other valid explanations.</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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5	17–20	Accurate application of knowledge with coherent discussion and valid conclusion(s).																					
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3	<p>Give reasons why early years practitioners must work within their agreed job role.</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;">3</td> <td style="text-align: center;">8–10</td> <td>Response shows accurate knowledge and understanding of the subject with depth.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4–7</td> <td>Understanding shown with some development. May use relevant examples or give links to practice.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–3</td> <td>Basic recall of knowledge 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>Reasons why practitioners must work within their agreed job role may include:</p> <ul style="list-style-type: none"> • reducing the risk to children of carrying out activities/routines without appropriate training • fulfilling professional responsibility • being organised and well-prepared in own role • safeguarding self • safeguarding children • supporting team work • following setting policies and procedures • gaining parental trust • working within the framework requirements • working outside agreed role could lead to disciplinary procedures • to stay within the Employment Law requirements. <p>Accept other valid reasons.</p>	Level	Marks	Description	3	8–10	Response shows accurate knowledge and understanding of the subject with depth.	2	4–7	Understanding shown with some development. May use relevant examples or give links to practice.	1	1–3	Basic recall of knowledge relevant to the question.		0	No relevant material.	<p>10</p> <p>AO1=10</p>
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3	8–10	Response shows accurate knowledge and understanding of the subject with depth.															
2	4–7	Understanding shown with some development. May use relevant examples or give links to practice.															
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4	<p>Discuss why early years practitioners must follow the setting’s whistleblowing policy.</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>Coherent discussion with reasoned judgements. Analysis from more than one perspective.</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">13–16</td> <td>Development of knowledge and understanding of the subject. Development of discussion to include relevant links to legislation/initiatives/theory or frameworks. 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 and/or application to practice.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5–8</td> <td>Relevant knowledge and understanding 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>Discussion of why early years practitioners must follow the setting’s whistleblowing policy may include:</p> <ul style="list-style-type: none"> • to comply with legislation/frameworks • professional/legal responsibility • children may be unable to speak out for themselves • whistleblowing is a vital aspect of safeguarding the welfare of children • to protect the reputation of the childcare setting by allowing any malpractice to be addressed • to maintain compliance with safeguarding/health and safety regulations • to effectively advocate for children’s rights when they may be at risk of harm • to ensure good quality practice across the early years setting • following policies and procedures/best practice • to protect children from harm/further harm • identifying when a child may be at risk from another practitioner’s actions/behaviours 	Level	Marks	Description	5	17–20	Coherent discussion with reasoned judgements. Analysis from more than one perspective.	4	13–16	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	9–12	Understanding mainly correct with some development. May include views, opinions and/or application to practice.	2	5–8	Relevant knowledge and understanding shown.	1	1–4	Basic knowledge shown, simple statements.		0	No relevant material.	<p>20</p> <p>AO3=20</p>
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	<ul style="list-style-type: none">• parents are reassured in the knowledge that practitioners adhere to all safeguarding procedures• whistleblowing supports practitioners in raising concerns when initial reporting to line management has not been effectively dealt with• following reporting procedures regarding management of the early years setting• to protect the practitioner's own anonymity when raising a concern• potential consequences of not following the whistleblowing policy - for self, child, parents and professionals. <p>Accept other valid discussion.</p>	
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5	<p>Discuss why practitioners must value diversity in an early years setting.</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 of why the early years practitioner must value diversity within an early years setting may include:</p> <ul style="list-style-type: none"> • empowering all individuals • to meet the needs of all children • to be a good role model • promoting acceptance • to give all children opportunities • professional responsibility • following framework requirements • upholding equality rights/law • parental trust • giving confidence to children • supporting children’s emotional well-being. <p>Accept other valid discussion.</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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6	Discuss ways that practitioners can support parents and/or carers of children attending the early years setting.	20																					
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	<p>Indicative content</p> <p>Discussion of ways the practitioners can support parents and carers of children in the setting may include:</p> <ul style="list-style-type: none"> • sharing setting policies and procedures • making time to listen to concerns • offering advice • maintaining confidence • understanding parental preferences in relation to their child • reporting concerns in the appropriate way • daily diaries • directing to sources of external support • sharing information on the child’s progress • having open evenings/information evenings. <p>Accept other valid discussion.</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