



# **NCFE CACHE Level 2 Technical Award in Child Development and Care (603/3293/1)**

January 2023

Assessment code: TACDC

Paper number: P001775

## **Mark Scheme**

V2.0 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 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, 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

The AOs that will be assessed against the content in this award are:

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| <b>AO1</b> | Recall of knowledge and understanding.                      |
| <b>AO2</b> | Application of knowledge and understanding.                 |
| <b>AO3</b> | Analysis to demonstrate knowledge of concepts and theories. |

The weightings of each assessment objective can be found in the qualification specification.

| Qu | Mark scheme   | Total marks   |
|----|---|---|
| 1  | <p><b>As part of her childcare course, Ayesha will attend placements in the private, voluntary, and statutory sectors.</b></p> <p><b>Which one (1) of the following is an example of a voluntary sector setting?</b></p> <p>A Childminder’s home</p> <p>B Community playgroup</p> <p>C Foundation unit</p> <p>D Primary school</p> <p>Answer: B (Community playgroup)</p>   | <p><b>1</b></p> <p><b>AO1=1</b></p>                     |
| 2  | <p><b>The placement supervisor tells Ayesha she will need to learn new information about the nursery.</b></p> <p><b>Identify and describe two (2) learning styles Ayesha may prefer to use when she learns new information about the nursery.</b></p> <p>Award one mark for identification of each learning style that Ayesha may prefer to use when learning new information at the placement, up to two marks and one mark for each description of the learning style, up to two marks (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• auditory (AO1 1) prefers to hear and talk about information (AO2 1)</li> <li>• visual (AO1 1) prefers to see information in a visual format (AO2 1)</li> <li>• kinaesthetic (AO1 1) prefers hands-on experience and taking an active part (AO2 1)</li> <li>• read and write (AO1 1) prefers to read and make notes (AO2 1).</li> </ul> <p>Accept other suitable responses.</p> | <p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p> |
| 3  | <p><b>Ayesha is given a uniform to wear at the placement. This helps to give parents and visitors a good impression of the childcare setting.</b></p> <p><b>Give two (2) other reasons why early years workers wear a uniform when working in a childcare setting.</b></p>  | <p><b>2</b></p> <p><b>AO2=2</b></p>                     |

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|  | <p>Award one mark for each reason why early years workers wear a uniform in a childcare setting, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• parents and carers can clearly identify who works at the childcare setting (1)</li> <li>• gives a sense of belonging and pride endorsing feelings of teamwork among early years workers (1)</li> <li>• supports security and safeguarding as unwelcome visitors to the premises can be clearly identified (1)</li> <li>• ensures that clothing worn by early years workers is safe, suitable, and fit for the variety of duties (1).</li> </ul> <p><b>NB</b> - Do not credit wearing a uniform as this is in the question.</p> <p>Accept other suitable responses.</p> |  |
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| <p><b>4</b></p> | <p><b>Apart from wearing a uniform, describe three (3) ways Ayesha can give a good impression during the nursery placement.</b></p> <p>Award one mark for each way that Ayesha can give a good impression when attending placement at the nursery, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• arriving at the nursery placement in good time to start work (1)</li> <li>• using initiative within the daily routine of the nursery (1)</li> <li>• asking questions about children’s needs, activities, or routines (1)</li> <li>• having a clean and tidy appearance (1)</li> <li>• having an organised approach (1)</li> <li>• being willing to work as part of the team (1)</li> <li>• sharing ideas and information with others (1)</li> <li>• talking and interacting with children (1)</li> <li>• responding to children’s individual needs (1)</li> <li>• not asking for time off to attend appointments during placement times (1)</li> <li>• sharing and discussing college tasks (1).</li> </ul> <p><b>NB</b> - Do not credit aspects of Ayesha’s role as this is in the scenario.</p> <p>Accept other suitable responses.</p> | <p><b>3</b></p> <p><b>AO2=3</b></p> |
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| <b>5</b>  | <p><b>Ayesha will be supervised by the early years workers during the nursery placement.</b></p> <p><b>Discuss reasons why Ayesha should be supervised when she works with the nursery children.</b></p> | <b>6</b><br><b>AO3=6</b>  |       |       |             |   |     |  |   |     |  |   |     |   |  |   |                          |
|---|--|---|-------|-------|-------------|---|-----|--|---|-----|--|---|-----|---|--|---|--------------------------|
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| Level   | Marks  | Description   |       |       |             |   |     |  |   |     |  |   |     |   |  |   |                          |
| 3   | 5–6  | <p>Discussion to demonstrate why Ayesha should be supervised when working with the nursery children is highly effective, with a discussion that is detailed and relevant.</p> <p>The response shows a wide range of knowledge and understanding and is fully accurate.</p>                            |       |       |             |   |     |  |   |     |  |   |     |   |  |   |                          |
| 2   | 3–4  | <p>Discussion to demonstrate why Ayesha should be supervised when working with the nursery children is effective, with a discussion that is mostly detailed and relevant.</p> <p>The response shows a range of knowledge and understanding and is mostly accurate.</p>                                |       |       |             |   |     |  |   |     |  |   |     |   |  |   |                          |
| 1   | 1–2  | <p>Discussion to demonstrate why Ayesha should be supervised when working with the nursery children is of limited effectiveness, with a discussion that lacks detail and is not always relevant.</p> <p>The response shows a limited range of knowledge and understanding, with partial accuracy.</p> |       |       |             |   |     |  |   |     |  |   |     |   |  |   |                          |
|   | 0  | No creditworthy material  |       |       |             |   |     |  |   |     |  |   |     |   |  |   |                          |
| <p><b>Indicative content</b></p> <p>Reasons why Ayesha should be supervised when working with the nursery children may include:</p> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>to make sure Ayesha receives guidance from more experienced early years workers on how to carry out unfamiliar procedures safely and accurately ensuring that children’s needs are met</li> <li>to safeguard Ayesha from allegations of abuse during routines such as toileting and nappy changing as another early years worker is a witness to practices and interaction that takes place</li> </ul>   |  |   |       |       |             |   |     |  |   |     |  |   |     |   |  |   |                          |

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|  | <ul style="list-style-type: none"> <li>• to ensure Ayesha follows policies of the childcare setting that require student supervision which will ensure that legal requirements are maintained</li> <li>• to ensure Ayesha works within the boundaries of her own role whilst at placement and does not complete a task that is beyond her experience or knowledge which could result in mistakes being made</li> <li>• to protect children from receiving unintentional incorrect care or treatment that could cause harm or cause parental complaint about the setting.</li> </ul> <p>Accept other suitable responses.</p> |  |
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| <p><b>6</b></p> | <p><b>Describe two (2) ways Ayesha can maintain confidentiality during the nursery placement.</b></p> <p>Award one mark for a description of a way that Ayesha can maintain confidentiality during the nursery placement, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• not taking photographs of children on a personal phone or camera (1)</li> <li>• never posting photographs taken of children on social media (1)</li> <li>• never talking about any aspect of a child’s life with anyone outside of the nursery (1)</li> <li>• not sharing addresses or financial information relating to a child or family with anyone outside of the nursery (1)</li> <li>• using codes such as ‘child 1’ when writing up child observations (1)</li> <li>• always locking cupboards or using electronic passwords when storing children’s personal data (1).</li> </ul> <p>Accept other suitable responses.</p> | <p><b>2</b></p> <p><b>AO2=2</b></p> |
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| <p><b>7</b></p> | <p><b>The placement supervisor asks Ayesha to observe a child’s development. Ayesha chooses to use the ‘media’ observation method. This involves recording information using videos or photography.</b></p> <p><b>Complete</b> Table 1.</p> <p><b>Name and describe two (2) other observation methods Ayesha could have chosen to use.</b></p> <p>Award one mark for the name of each observation method, up to two marks and one mark for an accurate description of the observation method, up to two marks (2x2).</p> | <p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p> |
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|                                  | <p>For example:</p> <p style="text-align: center;">Table 1</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Name of observation method (AO1)</th> <th style="width: 50%;">Description of observation method (AO2)</th> </tr> </thead> <tbody> <tr> <td>1. time sample</td> <td>Involves making a series of short observations at regular intervals.</td> </tr> <tr> <td>2. event sample</td> <td>Involves observing behaviours or events as they occur.</td> </tr> <tr> <td>3. anecdotal record</td> <td>Involves a brief description of an incident written soon after it occurs.</td> </tr> <tr> <td>4. longitudinal study</td> <td>Involves different methods of observations carried out over a set period.</td> </tr> <tr> <td>5. post-it notes</td> <td>Involves noting down in the moment what children are saying or doing.</td> </tr> </tbody> </table> <p>Accept other suitable responses.</p> | Name of observation method (AO1) | Description of observation method (AO2) | 1. time sample | Involves making a series of short observations at regular intervals. | 2. event sample | Involves observing behaviours or events as they occur. | 3. anecdotal record | Involves a brief description of an incident written soon after it occurs. | 4. longitudinal study | Involves different methods of observations carried out over a set period. | 5. post-it notes | Involves noting down in the moment what children are saying or doing. |  |
|----------------------------------|--|----------------------------------|---|----------------|--|-----------------|--|---------------------|---|-----------------------|---|------------------|---|--|
| Name of observation method (AO1) | Description of observation method (AO2)  |                                  |   |                |  |                 |  |                     |   |                       |   |                  |   |  |
| 1. time sample                   | Involves making a series of short observations at regular intervals.   |                                  |   |                |  |                 |  |                     |   |                       |   |                  |   |  |
| 2. event sample                  | Involves observing behaviours or events as they occur.   |                                  |   |                |  |                 |  |                     |   |                       |   |                  |   |  |
| 3. anecdotal record              | Involves a brief description of an incident written soon after it occurs.  |                                  |   |                |  |                 |  |                     |   |                       |   |                  |   |  |
| 4. longitudinal study            | Involves different methods of observations carried out over a set period.  |                                  |   |                |  |                 |  |                     |   |                       |   |                  |   |  |
| 5. post-it notes                 | Involves noting down in the moment what children are saying or doing.  |                                  |   |                |  |                 |  |                     |   |                       |   |                  |   |  |

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| <b>8</b> | <p><b>Ayesha needs to know about children’s developmental milestones.</b></p> <p><b>Name three (3) study skills Ayesha could use to help her learn about children’s developmental milestones.</b></p> <p>Award one mark for each study skill, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• note taking (1)</li> <li>• reading (1)</li> <li>• revision (1)</li> <li>• research (1)</li> <li>• mnemonics (1)</li> <li>• listening (1)</li> <li>• observation (1).</li> </ul> <p>Accept other suitable responses.</p> | <p><b>3</b></p> <p><b>AO1=3</b></p> |
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|----------|--|----------|----------|---------|---------|--------|----------|----------|----------|-------------------------------------|
| <b>9</b> | <p><b>Complete Table 2 to identify the developmental milestones a child is expected to reach at 2 years, 3 years, and 4 years of age.</b></p> <p><b>Match letters A, B, C, or D to the correct age. Write one (1) letter for each age.</b></p> <p><b>Letter</b></p> <p><b>A. can walk backwards and sideways</b><br/> <b>B. can jump from a low step with both feet together</b><br/> <b>C. can hop confidently on either foot</b><br/> <b>D. controls speed when running and can swerve to avoid collision.</b></p> <p>Award one mark for each correctly identified developmental milestone, up to three marks.</p> <p style="text-align: center;">Table 2</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">Age</td> <td style="text-align: center;">2 years</td> <td style="text-align: center;">3 years</td> <td style="text-align: center;">4 years</td> </tr> <tr> <td style="text-align: center;">Letter</td> <td style="text-align: center;"><b>B</b></td> <td style="text-align: center;"><b>A</b></td> <td style="text-align: center;"><b>D</b></td> </tr> </table> | Age      | 2 years  | 3 years | 4 years | Letter | <b>B</b> | <b>A</b> | <b>D</b> | <p><b>3</b></p> <p><b>AO1=3</b></p> |
| Age      | 2 years  | 3 years  | 4 years  |         |         |        |          |          |          |                                     |
| Letter   | <b>B</b>   | <b>A</b> | <b>D</b> |         |         |        |          |          |          |                                     |

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| <b>10</b> | <p><b>The early years workers use observations to monitor the children’s development and to check how the new outdoor play area is used.</b></p> <p><b>Give one (1) other reason why the early years workers observe the nursery children.</b></p> <p>Award one mark for a reason why the early years workers observe the nursery children.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• to help the early years workers identify children’s individual needs and interests (1)</li> <li>• to help see who children are interacting with (1)</li> <li>• to review the use of equipment in the nursery (1)</li> <li>• to identify gaps in children’s development, knowledge or skills (1)</li> <li>• to gain information or evidence which will support provision of early intervention (1)</li> <li>• to monitor and track children’s responses to transition (1).</li> </ul> | <p><b>1</b></p> <p><b>AO3=1</b></p> |
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|  | <p><b>NB</b> - Do not accept monitoring the children’s development or use of outdoor play area as this is in the question.</p> <p>Accept other suitable responses.</p> |  |
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| <p><b>11</b></p> | <p><b>There are a range of factors that can affect children’s language development.</b></p> <p><b>(i) Describe how one (1) factor could negatively affect a child’s language development.</b></p> <p><b>(ii) Describe how one (1) factor could positively affect a child’s language development.</b></p> <p>Award one mark for the identification of a factor that may negatively affect a child’s language development and one mark for the identification of a factor that may positively affect a child’s language development. Award one mark for how each factor may affect a child’s language development, up to two marks (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• negative factor - hearing impairment (AO1 1) this impacts on the child’s ability to hear and then learn new words (AO2 1)</li> <li>• negative factor – serious brain injury (AO1 1) areas of the brain may be starved of oxygen which negatively affects the ability of the child to develop language skills (AO2 1)</li> <li>• negative factor - cleft palate (AO1 1) the child may struggle to make sounds needed for language and find it more difficult to speak clearly (AO2 1)</li> <li>• negative factor - limited talk or communication during early childhood (AO1 1) impacts negatively on the language practice the child can have and prevents development from progressing (AO2 1)</li> <li>• negative factor - use of a dummy / soother (AO1 1) provides a barrier which prevents talk and the muscles of the mouth and tongue developing correctly, negatively impacting on language development (AO2 1)</li> <li>• positive factor - language rich environment (AO1) will encourage the child to practice and develop their language skills, positively impacting on language development (AO2 1)</li> <li>• positive factor - parental interaction (AO1) provides opportunities to practice language skills, positively supporting a growing vocabulary (AO2 1)</li> <li>• positive factor - attendance at a childcare setting (AO1 1) promotes opportunities for developing conversations with other children, positively impacting on the opportunities children have to practice language skills (AO2 1)</li> <li>• positive factor - access to an environment with books (AO1 1) introduces time to talk and describe what can be seen</li> </ul> | <p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p> |
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|  | <p>enhancing and positively influencing the child’s spoken language (AO2 1).</p> <p>Accept other suitable responses.</p> |  |
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| <b>12</b> | <p><b>Explain how outdoor play promotes children’s physical health and well-being.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td> <p>Application of knowledge of how outdoor play promotes children’s physical health and well-being is appropriate and accurate and shows clear understanding to the context.</p> <p>Explanation to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td> <p>Application of knowledge of how outdoor play promotes children’s physical health and well-being is mostly appropriate, showing some clear understanding to the context. There may be a few errors.</p> <p>Explanation to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–2</td> <td> <p>Application of knowledge of how outdoor play promotes children’s physical health and well-being may show a lack of understanding of the context. There may be a number of errors.</p> <p>Explanation to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No creditworthy material</td> </tr> </tbody> </table> <p><b>Indicative content</b></p> <p>Explanation of how outdoor play promotes children’s physical health and well-being may include:</p> <p><b>AO2</b></p> <ul style="list-style-type: none"> <li>• running and chasing develops children’s physical fitness</li> <li>• the new environment provides a chance for children to get fresh air</li> <li>• children can vent feelings through physical movement and activity</li> <li>• provides children with a connection with nature</li> </ul> | Level   | Marks | Description | 3 | 5–6 | <p>Application of knowledge of how outdoor play promotes children’s physical health and well-being is appropriate and accurate and shows clear understanding to the context.</p> <p>Explanation to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p> | 2 | 3–4 | <p>Application of knowledge of how outdoor play promotes children’s physical health and well-being is mostly appropriate, showing some clear understanding to the context. There may be a few errors.</p> <p>Explanation to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p> | 1 | 1–2 | <p>Application of knowledge of how outdoor play promotes children’s physical health and well-being may show a lack of understanding of the context. There may be a number of errors.</p> <p>Explanation to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. Links may be made but are often inappropriate.</p> |  | 0 | No creditworthy material | <p><b>6</b></p> <p><b>AO2=3</b></p> <p><b>AO3=3</b></p> |
|-----------|--|---|-------|-------------|---|-----|---|---|-----|---|---|-----|---|--|---|--------------------------|---|
| Level     | Marks  | Description   |       |             |   |     |   |   |     |   |   |     |   |  |   |                          |   |
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| 2         | 3–4  | <p>Application of knowledge of how outdoor play promotes children’s physical health and well-being is mostly appropriate, showing some clear understanding to the context. There may be a few errors.</p> <p>Explanation to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p>                   |       |             |   |     |   |   |     |   |   |     |   |  |   |                          |   |
| 1         | 1–2  | <p>Application of knowledge of how outdoor play promotes children’s physical health and well-being may show a lack of understanding of the context. There may be a number of errors.</p> <p>Explanation to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness. Links may be made but are often inappropriate.</p> |       |             |   |     |   |   |     |   |   |     |   |  |   |                          |   |
|           | 0  | No creditworthy material  |       |             |   |     |   |   |     |   |   |     |   |  |   |                          |   |

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|  | <ul style="list-style-type: none"> <li>• children can be themselves with fewer restrictions or expectations</li> <li>• natural sunlight allows children’s bodies to naturally produce Vitamin D</li> <li>• children can switch off from pressures which relieves stress and anxiety</li> </ul> <p><b>AO3</b></p> <ul style="list-style-type: none"> <li>• endorphins will be released which increases positive feelings boosting well-being</li> <li>• reduces stress levels as children have freedom to let off steam and move freely promoting a positive sense of self-esteem</li> <li>• improved concentration which develops focus and positively impacts on the child’s sense of achievement</li> <li>• better behaviour is promoted as time in nature stimulates relaxation and refreshes the child</li> <li>• engaging in an unrestricted environment is exciting and exhilarating and provides a form of escapism</li> <li>• helps regulate emotions and mood which is linked to happiness and self-esteem</li> <li>• reduces levels of the hormone cortisol in the brain promoting happiness and relaxation.</li> </ul> <p>Accept other suitable responses.</p> |  |
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|                  |  |                                     |
|------------------|--|-------------------------------------|
| <p><b>13</b></p> | <p><b>The early years workers plan for the children to use the outdoor play area in all weathers.</b></p> <p><b>Identify three (3) ways the early years workers can protect the children from the weather when they are using the outdoor play area.</b></p> <p>Award one mark for each way that early years workers can protect the children when using the outdoor play area, up to three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• provide sunscreen for the children (1)</li> <li>• remind children to wear a sun hat (1)</li> <li>• make available areas of shade (1)</li> <li>• ensure surfaces are non-slip (1)</li> <li>• provide wellies (1)</li> <li>• supply waterproof clothing (1)</li> <li>• provide warm clothing (1)</li> <li>• make available shelter from the rain (1).</li> </ul> <p>Accept other suitable responses.</p> | <p><b>3</b></p> <p><b>AO1=3</b></p> |
|------------------|--|-------------------------------------|

| <b>14</b> | <b>Discuss ways that outdoor play promotes children’s independence.</b>   | <b>9</b><br><b>AO1=3</b><br><b>AO2=3</b><br><b>AO3=3</b>   |       |             |   |     |  |   |     |   |   |     |  |  |   |                          |  |
|-----------|---|--|-------|-------------|---|-----|--|---|-----|---|---|-----|--|--|---|--------------------------|--|
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| Level     | Marks   | Description  |       |             |   |     |  |   |     |   |   |     |  |  |   |                          |  |
| 3         | 7–9   | <p>A wide range of relevant knowledge and understanding regarding ways that outdoor play promotes children’s independence is shown, which is accurate and detailed.</p> <p>Application of knowledge regarding ways that outdoor play promotes children’s independence 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>   |       |             |   |     |  |   |     |   |   |     |  |  |   |                          |  |
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|           | 0   | No creditworthy material   |       |             |   |     |  |   |     |   |   |     |  |  |   |                          |  |

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|  | <p><b>Indicative content</b></p> <p>Discussion of ways that outdoor play promotes children's independence may include:</p> <p><b>AO1</b></p> <ul style="list-style-type: none"><li>• promote learning through trial and error</li><li>• build children's self-esteem</li><li>• encourages <b>resilience</b> and self-help skills</li></ul> <p><b>AO2</b></p> <ul style="list-style-type: none"><li>• early years workers will not always step in straight away if there is a potential risk but allow children to learn through trial and error</li><li>• early years workers will give children verbal praise when children do something independently, for example saying well done</li><li>• early years workers will reflect and discuss with children how they can problem-solve to complete tasks independently</li><li>• early years workers will support children to try completing tasks in different ways and scaffold children not to give up if their first attempt is unsuccessful</li></ul> <p><b>AO3</b></p> <ul style="list-style-type: none"><li>• children will gain confidence and use this confidence in other situations which has a positive impact on their independence</li><li>• children will have a positive sense of emotional well-being as they feel good about themselves and their abilities resulting in a positive self-concept</li><li>• children will develop a sense of pride in their own abilities and be boosted by the opportunity to do something such as make a sandcastle independently</li><li>• children will become resilient which will impact on all aspects of their development as they can bounce back from situations that may be challenging.</li></ul> <p>Accept other suitable responses.</p> |  |
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| <b>15</b>                                     | <p><b>The old outdoor play area was changed because the early years workers were aware of safety hazards.</b></p> <p><b>Look at Figure 1, a picture of the nursery’s old outdoor play area.</b></p> <p><b>Complete Table 3 on the following page.</b></p> <p><b>(i) Identify three (3) possible safety hazards in the nursery’s old outdoor play area.</b></p> <p><b>(ii) Describe how the early years workers could reduce each safety hazard identified.</b></p> <p>Award one mark for each safety hazard identified, up to three marks and one mark for each way the safety hazard could be reduced, up to three marks (3x3).</p> <p>For example:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">i) Possible safety hazard (AO1)</th> <th style="width: 50%; text-align: center;">ii) Description of how the early years workers could reduce the safety hazard (AO2)</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Water on the play area ground</td> <td style="text-align: center;">1. Mop up the water from the ground / place a warning sign in the area</td> </tr> <tr> <td style="text-align: center;">2. Traffic outside of the nursery</td> <td style="text-align: center;">2. Close the gate making sure it is locked</td> </tr> <tr> <td style="text-align: center;">3. Broken glass bottles in the play area</td> <td style="text-align: center;">3. Sweep up and remove the broken glass bottles from the area</td> </tr> <tr> <td style="text-align: center;">4. Open sides on the climbing frame</td> <td style="text-align: center;">4. Provide supervision during use of the climbing frame</td> </tr> <tr> <td style="text-align: center;">5. Animal mess on the ground of the play area</td> <td style="text-align: center;">5. Remove animal mess and clean the area</td> </tr> <tr> <td style="text-align: center;">6. Toys on steps of the playhouse</td> <td style="text-align: center;">6. Remove toys to a more suitable location</td> </tr> <tr> <td style="text-align: center;">7. Broken swing seat on the climbing frame</td> <td style="text-align: center;">7. Remove the swing seat and chain or prevent children from accessing the swing</td> </tr> </tbody> </table> | i) Possible safety hazard (AO1) | ii) Description of how the early years workers could reduce the safety hazard (AO2) | 1. Water on the play area ground | 1. Mop up the water from the ground / place a warning sign in the area | 2. Traffic outside of the nursery | 2. Close the gate making sure it is locked | 3. Broken glass bottles in the play area | 3. Sweep up and remove the broken glass bottles from the area | 4. Open sides on the climbing frame | 4. Provide supervision during use of the climbing frame | 5. Animal mess on the ground of the play area | 5. Remove animal mess and clean the area | 6. Toys on steps of the playhouse | 6. Remove toys to a more suitable location | 7. Broken swing seat on the climbing frame | 7. Remove the swing seat and chain or prevent children from accessing the swing | <p><b>6</b></p> <p><b>AO1=3</b></p> <p><b>AO2=3</b></p> |
|---|---|---------------------------------|---|----------------------------------|--|-----------------------------------|--|--|---|-------------------------------------|---|---|--|-----------------------------------|--|--|---|---|
| i) Possible safety hazard (AO1)               | ii) Description of how the early years workers could reduce the safety hazard (AO2)   |                                 |   |                                  |  |                                   |  |  |   |                                     |   |   |  |                                   |  |  |   |   |
| 1. Water on the play area ground              | 1. Mop up the water from the ground / place a warning sign in the area  |                                 |   |                                  |  |                                   |  |  |   |                                     |   |   |  |                                   |  |  |   |   |
| 2. Traffic outside of the nursery             | 2. Close the gate making sure it is locked  |                                 |   |                                  |  |                                   |  |  |   |                                     |   |   |  |                                   |  |  |   |   |
| 3. Broken glass bottles in the play area      | 3. Sweep up and remove the broken glass bottles from the area   |                                 |   |                                  |  |                                   |  |  |   |                                     |   |   |  |                                   |  |  |   |   |
| 4. Open sides on the climbing frame           | 4. Provide supervision during use of the climbing frame   |                                 |   |                                  |  |                                   |  |  |   |                                     |   |   |  |                                   |  |  |   |   |
| 5. Animal mess on the ground of the play area | 5. Remove animal mess and clean the area  |                                 |   |                                  |  |                                   |  |  |   |                                     |   |   |  |                                   |  |  |   |   |
| 6. Toys on steps of the playhouse             | 6. Remove toys to a more suitable location  |                                 |   |                                  |  |                                   |  |  |   |                                     |   |   |  |                                   |  |  |   |   |
| 7. Broken swing seat on the climbing frame    | 7. Remove the swing seat and chain or prevent children from accessing the swing   |                                 |   |                                  |  |                                   |  |  |   |                                     |   |   |  |                                   |  |  |   |   |

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|   | <p>8. Missing wheel on bike</p> <p>9. Broken rungs on climbing frame ladder</p> <p>10. Broken glass bottles on the path outside the play area.</p> | <p>8. Remove the bike from the play area</p> <p>9. Remove the ladder and make the climbing frame inaccessible to children</p> <p>10. Close and lock the gate to the play area</p> |  |
| <p><b>NB</b> - hazards outside of the play area can also be included.</p> <p>Accept other suitable responses.</p> |  |   |  |

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| <p><b>16 (a)</b></p> | <p><b>The early years workers support the nursery children’s transitions.</b></p> <p><b>Identify two (2) transitions children aged 3-5 years may experience.</b></p> <p>Award one mark for the identification of a relevant transition, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• new baby (1)</li> <li>• moving house (1)</li> <li>• bereavement (1)</li> <li>• starting a new setting (1)</li> <li>• divorce of parents (1)</li> <li>• going into hospital (1)</li> <li>• stopping an afternoon nap (1)</li> <li>• becoming dry at night (1).</li> </ul> <p>Accept other suitable responses.</p> | <p><b>2</b></p> <p><b>AO1=2</b></p> |
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| <p><b>16 (b)</b></p> | <p><b>Give one (1) reason why the early years workers support the nursery children’s transitions.</b></p> <p>Award one mark for a reason why the early years workers support the children’s transitions.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• early years workers support transitions so that children’s emotional well-being is supported (1)</li> </ul> | <p><b>1</b></p> <p><b>AO3=1</b></p> |
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|  | <ul style="list-style-type: none"> <li>early years workers support transitions so that children are prepared for challenges as a result of change (1)</li> <li>early years workers support transitions so that children's needs are met (1).</li> </ul> <p>Accept other suitable responses.</p> |  |
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| <b>17</b> | <p><b>The placement supervisor asks Ayesha to plan two water play activities.</b></p> <p><b>(i) Identify two (2) different water play activities that promote the physical development of children aged 4 years.</b></p> <p><b>(ii) Describe how each activity promotes the children's physical development.</b></p> <p>Award one mark for each water play activity for children aged 4 years, up to two marks and one mark for the description of how the activity promotes physical development, up to two marks (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> <li>ducks and small rods (AO1 1) children will develop hand-eye coordination as they try to fish out the ducks using the rods (AO2 1)</li> <li>children will use a pump, to pump water from one container to another (AO1 1) this will develop hand muscles and grasps (AO2 1)</li> <li>washing dolls with sponges and flannels (AO1 1) this will develop different grips and grasps as children manipulate the equipment to wash the dolls (AO2 1)</li> <li>jugs, funnels, and containers placed in the water (AO1 1) will promote development of hand-eye coordination as children fill up the containers using the jugs and funnels (AO2 1).</li> </ul> <p>Accept other suitable responses.</p> | <p><b>4</b></p> <p><b>AO1=2</b></p> <p><b>AO2=2</b></p> |
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| <b>18</b> | <p><b>The new outdoor play area has a large sandpit.</b></p> <p><b>(i) Describe two (2) ways that Ayesha can support the children's cognitive development when they are playing in the sandpit.</b></p> <p><b>(ii) Explain how each way supports the children's cognitive development.</b></p> <p>Award one mark for each way that Ayesha can support the children's cognitive development when they are playing in the sandpit, up to two marks and one mark for how each way supports the children's cognitive development, up to two marks (2x2).</p> | <p><b>4</b></p> <p><b>AO2=2</b></p> <p><b>AO3=2</b></p> |
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|  | <p>For example:</p> <ul style="list-style-type: none"> <li>• provide equipment such as buckets and spades to promote mathematical learning (AO2 1), this could support children’s understanding of full and empty when filling up the buckets (AO3 1)</li> <li>• encourage children to identify which bucket is big and which is small promoting mathematical learning (AO2 1), this could support development of the concept of size (AO2 1)</li> <li>• give children water to add to the sand helping children to explore properties of sand (AO2 1), this could support children’s understanding of concepts such as wet and dry (AO3 1)</li> <li>• encourage children to create and decorate a castle in the sand using concentration skills (AO2 1), this could support children’s creativity as they use their imagination to create a design (AO3 1)</li> <li>• provide simple instructions to make a sandcastle encouraging the child to follow simple written instructions (AO2 1), this could support children’s early reading skills as they follow simple written instructions to make the sandcastle (AO3 1)</li> <li>• set challenges for children to build a structure in the sand encouraging the child to focus (AO2 1), this could support children’s problem-solving skills (AO3 1).</li> </ul> <p>Accept other suitable responses.</p> |  |
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| <b>19</b> | <p><b>Ayesha reads a nursery policy which states that ‘early years workers must promote inclusive practice in the nursery’.</b></p> <p><b>Explain why the early years workers must promote inclusive practice in the nursery.</b></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Description</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5–6</td> <td> <p>Explanation to demonstrate why early years workers must promote inclusive practice in the nursery is highly effective, with a discussion that is detailed and relevant.</p> <p>The response shows a wide range of knowledge and understanding and is fully accurate.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3–4</td> <td> <p>Explanation to demonstrate why early years workers must promote inclusive practice in the nursery is effective, with a discussion that is mostly detailed and relevant.</p> <p>The response shows a range of knowledge and understanding and is mostly accurate.</p> </td> </tr> </tbody> </table> | Level   | Marks | Description | 3 | 5–6 | <p>Explanation to demonstrate why early years workers must promote inclusive practice in the nursery is highly effective, with a discussion that is detailed and relevant.</p> <p>The response shows a wide range of knowledge and understanding and is fully accurate.</p> | 2 | 3–4 | <p>Explanation to demonstrate why early years workers must promote inclusive practice in the nursery is effective, with a discussion that is mostly detailed and relevant.</p> <p>The response shows a range of knowledge and understanding and is mostly accurate.</p> | <p><b>6</b></p> <p><b>AO3=6</b></p> |
|-----------|--|---|-------|-------------|---|-----|---|---|-----|---|-------------------------------------|
| Level     | Marks  | Description   |       |             |   |     |   |   |     |   |                                     |
| 3         | 5–6  | <p>Explanation to demonstrate why early years workers must promote inclusive practice in the nursery is highly effective, with a discussion that is detailed and relevant.</p> <p>The response shows a wide range of knowledge and understanding and is fully accurate.</p> |       |             |   |     |   |   |     |   |                                     |
| 2         | 3–4  | <p>Explanation to demonstrate why early years workers must promote inclusive practice in the nursery is effective, with a discussion that is mostly detailed and relevant.</p> <p>The response shows a range of knowledge and understanding and is mostly accurate.</p>     |       |             |   |     |   |   |     |   |                                     |

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| 1 | 1–2 | <p>Explanation to demonstrate why early years workers must promote inclusive practice in the nursery is of limited effectiveness, with a discussion that lacks detail and is not always relevant.</p> <p>The response shows a limited range of knowledge and understanding, with partial accuracy.</p> |
|   | 0   | No creditworthy material   |

**Indicative content**

Explanation of why early years workers must promote inclusive practice in the nursery may include:

**AO3**

- gives all children the opportunity to join in and participate with all activities promoting a feeling of inclusion
- makes sure that legislation and statutory guidance required by law is followed by the early years workers
- gives equal access for all children to utilise equipment and no one is left out or overlooked
- ensure there isn't bias or discrimination taking place and children can achieve their full potential
- helps children develop a strong self-identity and feel that their needs are recognised and valid
- gives all children a sense of belonging, helping them to feel equal to others at the setting
- promotes children's self-esteem, reinforcing that the child is a valued member of the group
- provides positive messages to children about their identity or needs, reinforcing their self-worth
- promotes understanding and acceptance among children helping foster cultural capital.

Accept other suitable responses.

|                  |   |                                     |
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| <p><b>20</b></p> | <p><b>A parent of a child who attends the nursery tells Ayesha that her child has been diagnosed with a nut allergy.</b></p> <p><b>Give two (2) reasons why Ayesha should pass this information onto the early years workers in the nursery.</b></p> <p>Award one mark for each reason why Ayesha should pass on information about the child’s food allergy to early years workers at the nursery, up to two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• to safeguard the child and ensure foods that could cause harm are avoided (1)</li> <li>• to ensure the early years workers can advise the other parents / carers not to send products into the nursery that contain nuts (1)</li> <li>• to make sure that the food allergy can be added to the child’s records (1)</li> <li>• to maintain trust between the parent and the setting (1)</li> <li>• to maintain a positive reputation of the setting which will not damage the reputation of the nursery (1).</li> </ul> <p>Accept other suitable responses.</p> | <p><b>2</b></p> <p><b>AO2=2</b></p> |
| <p><b>21</b></p> | <p><b>Identify four (4) care routines that will support the nursery children.</b></p> <p>Award one mark for each care routine that will support the nursery children’s care needs, up to four marks.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• toileting (1)</li> <li>• nappy changing (1)</li> <li>• mealtimes (1)</li> <li>• snack times (1)</li> <li>• hand washing (1)</li> <li>• outdoor play (1)</li> <li>• feeding (1)</li> <li>• sleep (1)</li> <li>• rest (1).</li> </ul> <p>Accept other suitable responses.</p>   | <p><b>4</b></p> <p><b>AO1=4</b></p> |

### Assessment Objective Grid

| Question     | AO1       | AO2       | AO3       | Total     |
|--------------|-----------|-----------|-----------|-----------|
| 1            | 1         |           |           | 1         |
| 2            | 2         | 2         |           | 4         |
| 3            |           | 2         |           | 2         |
| 4            |           | 3         |           | 3         |
| 5            |           |           | 6         | 6         |
| 6            |           | 2         |           | 2         |
| 7            | 2         | 2         |           | 4         |
| 8            | 3         |           |           | 3         |
| 9            | 3         |           |           | 3         |
| 10           |           |           | 1         | 1         |
| 11           | 2         | 2         |           | 4         |
| 12           |           | 3         | 3         | 6         |
| 13           | 3         |           |           | 3         |
| 14           | 3         | 3         | 3         | 9         |
| 15           | 3         | 3         |           | 6         |
| 16 (a)       | 2         |           |           | 2         |
| 16 (b)       |           |           | 1         | 1         |
| 17           | 2         | 2         |           | 4         |
| 18           |           | 2         | 2         | 4         |
| 19           |           |           | 6         | 6         |
| 20           |           | 2         |           | 2         |
| 21           | 4         |           |           | 4         |
| <b>Total</b> | <b>30</b> | <b>28</b> | <b>22</b> | <b>80</b> |