



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

May 2019

Assessment code: TACDC

Paper number: P001021

Mark Scheme

v1.0 Post-standardisation

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

The purpose of this mark scheme is to give you:

- examples and criteria of the types of response expected from a learner
- information on how individual marks are to be awarded
- the allocated assessment 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 knowledge and show understanding
AO2	Apply knowledge and understanding
AO3	Analyse to demonstrate understanding of concepts and theories.

Qu	Mark scheme	Total marks
1(a)	<p>Name three (3) study skills that Sarah will need for a childcare course.</p> <p>Award one mark for relevant study skill, up to a maximum of three marks.</p> <p>Study skills may include:</p> <ul style="list-style-type: none"> • organisation (1) • note taking (1) • reading (1) • revision (1) • research (1) • presentation (1) • communication (1) • listening (1). <p>Award for other relevant skills.</p>	<p>3</p> <p>AO1=3</p>
1(b)	<p>Choose one (1) of the study skills you named in 1(a).</p> <p>Explain why this study skill is important for effective study.</p> <p>Award up to two marks for the explanation given.</p> <p>For example:</p> <ul style="list-style-type: none"> • organisation – it is important to be organised so that work is prioritised (1) and deadlines for handing in work can be met (1) • research – it is important to research to gain wider knowledge of subjects (1) to support your own ideas and opinions (1) • revision – it is important to take notes so that you can remember what was covered in class (1) and to revise information for exams (1). <p>NB The explanation must match the skill named in 1(a) for marks to be awarded.</p> <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p>

<p>1(c)</p>	<p>Identify and describe one (1) learning style that Sarah may use during a childcare course.</p> <p>Award one mark for identification of a relevant learning style and one mark for a description of the learning style:</p> <ul style="list-style-type: none"> • auditory (1) learners prefer to hear information rather than read it (1) • visual (1) learners prefer to see information and visualise ideas (1) • kinaesthetic (1) learners prefer hands-on experience so learn by doing (1). 	<p>2</p> <p>AO1=1 AO2=1</p>
<p>2(a)</p>	<p>As a qualified early years worker Sarah could work in a nursery school.</p> <p>Name three (3) other early years settings that Sarah could work in as a qualified early years worker.</p> <p>Award one mark for each relevant setting named, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • pre-school (1) • day nursery (1) • childminders (1) • primary school (1) • before and after school club (1) • holiday club (1) • crèche (1) • children’s centre (1). <p>NB Do not credit nursery school as this is in the question.</p> <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1=3</p>

<p>2(b)</p>	<p>Choose one (1) of the settings you named in 2(a).</p> <p>Describe the role of the early years worker in this setting.</p> <p>Award up to three marks for the description given.</p> <p>For example:</p> <ul style="list-style-type: none"> • a practitioner working in a nursery school will follow the EYFS (1) to assess the individual needs of children (1) and support their development in preparation for primary school (1) • a practitioner working as a childminder provides a safe environment in their own home (1) and works closely with parents or carers (1) to meet children’s care and development needs (1) • a practitioner in a holiday club will organise educational and fun activities for groups of children (1) depending on their age and ability (1), keeping children safe and stimulated whilst their parents are at work (1). <p>NB The description must match the settings named in 2(a) for marks to be awarded.</p> <p>Accept any other suitable response.</p>	<p>3</p> <p>AO2=3</p>
<p>2(c)</p>	<p>Describe how nursery school provision supports children’s development.</p> <p>Award up to two marks for the description given.</p> <p>For example:</p> <ul style="list-style-type: none"> • nursery school provision supports children’s emergent literacy and numeracy (1) through planned play opportunities or activities (1) • nursery school provision supports children’s social and emotional skills (1) as children develop friendships with others and learn how to share or co-operate (1). <p>Accept any other suitable response.</p>	<p>2</p> <p>AO2=2</p>

3	Discuss why early years workers must always carry out their roles and responsibilities.	6 AO2=3 AO3=3															
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<p>Indicative content</p> <p>Discussion of why childcare practitioners must always carry out their roles and responsibilities, may include:</p> <ul style="list-style-type: none"> • to keep all children and adults safe in the setting • professional responsibility to fulfil the breadth of role • reputation of the setting may be compromised if practitioners fail to carry out their responsibilities • develop trust of parents and families because if they know practitioners are fulfilling all of their responsibilities they will be happy to send their child to the setting • security of the children as practitioners will be adhering to safety policies and procedures • effective partnership working with colleagues as individual practitioners will know the boundaries of own role • ensure the best outcomes for children in relation to learning and development. 																	

	<p>Accept any other suitable response.</p>	
<p>4</p>	<p>Sarah will need to go on a work placement during her childcare course.</p> <p>Identify three (3) behaviours that Sarah must demonstrate for work placement in an early years setting and explain why each behaviour is important.</p> <p>Award one mark for each relevant behaviour and one mark for an explanation of the importance of the behaviour when working in an early years setting (3x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • time keeping (1) is important because if you arrive late to the setting you are not working as part of a team or fulfilling your professional responsibilities (1) • being non-judgemental (1) is important because children come from different backgrounds and family units (1) • using own initiative (1) is important so that staff don't have to ask you to do things all the time and you are contributing to the activities (1). <p>Accept any other suitable response.</p>	<p>6</p> <p>AO1=3 AO2=3</p>
<p>5(a)</p>	<p>Early years workers support the language development of children.</p> <p>Name two (2) other areas of children's development supported by early years workers.</p> <p>Award one mark for each area of development, up to a maximum of two marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • physical development (1) • cognitive or intellectual development (1) • social development (1) • emotional development (1). 	<p>2</p> <p>AO1=2</p>

<p>5(b)</p>	<p>Identify and explain two (2) ways that Sarah could support the language development of children aged 4–5 years.</p> <p>Award one mark for identification of a way and one mark for a valid explanation in support of language development (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • reading stories (1) to introduce new words and their meanings (1) • asking children questions (1) to extend their thinking and vocabulary (1) • using puppets (1) to help children develop skills of listening and conversation (1) • singing songs or rhymes (1) supports children to learn naming words through repeating them (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2 AO2=2</p>
<p>5 (c)</p>	<p>Identify two (2) routines and explain how each routine supports the well-being of children aged 4–5 years.</p> <p>Award one mark for identifying a relevant routine and one mark for an explanation of the routine to support children’s well-being (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • hand washing (1) prevents the spread of infection (1) • toileting (1) teaches children self-care of bodily functions (1) • dressing before or after PE (1) supports children to practise fastening buttons or tying shoes (1) • PE or music and movement (1) gives children opportunities for exercise and to move around after sitting and working at desks (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2 AO2=2</p>

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	<p>Indicative content</p> <p>Discussion regarding how the early years worker can meet the individual needs of all children may include:</p> <ul style="list-style-type: none"> • identify individual likes and preferences of children 																

	<ul style="list-style-type: none"> • incorporate individual likes and preferences into planning and provision • carry out observations on children so that their needs can be identified • ensure early intervention of additional support to meet the development or learning needs of the children • ensure that activities are age and stage appropriate • ensure that activities and learning opportunities are accessible for all children • make appropriate adaptations to activities or learning experiences if they are required • ensure that the environment is inclusive so that every child can be involved • allow time for children to speak privately about their thoughts and feelings • allow opportunities for children to speak in a group about their thoughts and feelings • work in effective partnership with the child’s family • ensure home routines or practices are followed in the setting. <p>Accept any other suitable response.</p>	
<p>7</p>	<p>Which one (1) of the following is a specific area of learning and development in the early years statutory framework (EYFS)?</p> <p>A Construction</p> <p>B Language</p> <p>C Mathematics</p> <p>D Science</p> <p>Award one mark for:</p> <p>C Mathematics (1).</p>	<p>1</p> <p>AO1=1</p>

<p>8</p>	<p>Describe two (2) ways that early years workers use observations to support children’s development.</p> <p>Award up to three marks for the description given regarding ways that early years workers use observations to support children’s development (2x3).</p> <p>For example:</p> <ul style="list-style-type: none"> • assessment of children’s stage of development against the framework (1) to plan appropriate activities or learning experiences (1) for progression or next steps of development (1) • identification of children’s individual needs or developmental delay (1) so that additional support needs can be identified (1) or specific provision can be put in place to support development (1) • to identify children’s particular views or interests (1) which can inform practitioners of appropriate provision (1) to engage them effectively in learning activities or experiences (1) • to understand more about the patterns of behaviour (1) so that particular strategies can be identified and used by practitioners (1) to modify or change unwanted behaviour (1). <p>Accept any other suitable response.</p>	<p>6</p> <p>AO2=2 AO3=4</p>
<p>9</p>	<p>Identify two (2) ways that early years workers can work with parents and explain how each way supports children’s development.</p> <p>Award one mark for identifying a relevant way and one mark for an accurate explanation (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • open door policy (1) to build positive partnerships with parents and communicate effectively about their child (1) • homework journals (1) which encourage parents to read with their children or practise spellings at home (1) • parents’ evenings (1) when parents have the opportunity to discuss their children’s progress and targets at the end of a term (1) • workshops for parents (1) so that practitioners can work closely with parents and help them develop the skills and understanding needed to support their child (1). <p>Accept any other suitable response.</p>	<p>4</p> <p>AO1=2 AO2=2</p>

<p>10 (a)</p>	<p>Sarah will learn about the importance of fair and inclusive practice to support children’s healthy development.</p> <p>Give three (3) examples of how early years workers celebrate diversity in the early years setting.</p> <p>Award one mark for each relevant example given, up to a maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • using displays showing different languages or cultural images (1) • inviting parents into the setting to discuss their cultural backgrounds with children (1) • celebrating cultural or religious festivals within the setting (1) • using props or clothes within the role-play area to reflect a range of cultural backgrounds (1) • using recipes from different cultures during cookery sessions (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO2=3</p>
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10 (b)	<p>Explain how discrimination affects a child’s holistic development.</p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>5–6</td> <td> <p>Analysis to demonstrate understanding of effects of discrimination on holistic development 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>2</td> <td>3–4</td> <td> <p>Analysis to demonstrate understanding of effects of discrimination on holistic development 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> <tr> <td>1</td> <td>1–2</td> <td> <p>Analysis to demonstrate understanding of effects of discrimination on holistic development 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> </td> </tr> <tr> <td></td> <td>0</td> <td>No creditworthy material</td> </tr> </tbody> </table> <p>Indicative content</p> <p>Explanation of the impact of discrimination on a child’s holistic development may include:</p> <ul style="list-style-type: none"> • children can develop a negative sense of self-worth or self-identity which can affect social relationships • discrimination can impact on a child missing school and falling behind in their learning • can make children feel isolated so they won’t join in with learning experiences or opportunities • may cause behavioural difficulties in children which could impact on social and cognitive development • can impact on children’s ability to develop friendships which impacts on social development • can affect children’s trust of others which may prevent them from forming healthy relationships in the future. <p>Accept any other suitable response.</p>	Level	Marks	Description	3	5–6	<p>Analysis to demonstrate understanding of effects of discrimination on holistic development 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>Analysis to demonstrate understanding of effects of discrimination on holistic development 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>Analysis to demonstrate understanding of effects of discrimination on holistic development 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>6</p> <p>AO3=6</p>
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<p>11 (a)</p>	<p>Sarah may be expected to work with the early years workers to support children’s transitions during her work placement.</p> <p>Identify three (3) possible effects of transition on children.</p> <p>Award one mark for each possible effect of transition, up to a maximum of three marks.</p> <p>Possible effects may include:</p> <ul style="list-style-type: none"> • becoming withdrawn from children or practitioners (1) • becoming upset or crying (1) • clinging to parent or childcare practitioner (1) • refusing to/reluctant to join in with activities (1) • regressing in developmental stage (1) • becoming angry or aggressive (1). <p>Accept any other suitable response.</p>	<p>3</p> <p>AO1=3</p>
<p>11 (b)</p>	<p>Transition and discrimination are two factors that can affect children’s development.</p> <p>Identify two (2) other factors which may affect children’s development.</p> <p>Award one mark for each relevant factor that affects development, up to a maximum of two marks.</p> <p>Factors may include:</p> <ul style="list-style-type: none"> • premature birth (1) • genetic conditions (1) • illness or accidents (1) • parenting styles or beliefs (1) • bereavement (1) • visual or hearing impairment (1) • parental involvement in education (1) • access to learning opportunities (1) • early bonding or attachment (1) • learning difficulties (1). <p>Award for other relevant factors.</p>	<p>2</p> <p>AO1=2</p>

11 (c)	Explain how early years workers can support children through transition.	6 AO3=6															
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1	1–2	<p>Analysis to demonstrate understanding of discrimination on holistic development 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>Indicative content</p> <p>Explanation regarding supporting children’s transitions may include:</p> <ul style="list-style-type: none"> • follow setting policies and procedures for settling new children into the setting • visit the child in their own home environment to get an understanding of their family or cultural background • plan staggered visits so the child can familiarise with the new environment or children/adults in the setting • show child and family around the setting to get to know the new surroundings • include child in the routines of the setting as routines give children a sense of familiarity and security • provide families with information on the setting so that they can feel part of the environment and attend any events that may be coming up • plan activities based on child’s interests so that they are happy to join in and socialise • set up a buddy system for children to begin to make new friends or to prevent feelings of isolation 																	

	<ul style="list-style-type: none"> • introduce a home-school agreement to establish continuity of care, learning and development • provide child with own peg or tray so that they have a sense of identity or belonging in the setting. <p>Accept other relevant responses.</p>	
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12	<p>Identify three (3) policies or procedures that keep children safe in an early years setting.</p> <p>Award one mark for each relevant policy, to a maximum of three marks.</p> <p>Policies or procedures that keep children safe may include:</p> <ul style="list-style-type: none"> • arrival or collection (1) • risk assessment (1) • safeguarding (1) • fire safety (1) • health and safety (1) • photograph (1) • sickness (1) • toileting or nappy (1) • food safety (1) • behaviour (1) • medication (1) • confidentiality (1). <p>Award for any other relevant policy or procedure.</p>	<p>3</p> <p>AO1=3</p>
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Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1(a)	3			3
1(b)		2		2
1(c)	1	1		2
2(a)	3			3
2(b)		3		3
2(c)		2		2
3		3	3	6
4	3	3		6
5(a)	2			2
5(b)	2	2		4
5(c)	2	2		4
6	3	3	3	9
7	1			1
8		2	4	6
9	2	2		4
10(a)		3		3
10(b)			6	6
11(a)	3			3
11(b)	2			2
11(c)			6	6
12	3			3
Total	30	28	22	80