



**NCFE CACHE Level 3 Applied General Award
for Early Years, Childcare and Education
(603/2987/7)**

**NCFE CACHE Level 3 Applied General
Certificate for Early Years, Childcare and
Education (603/2988/9)**

March 2018

Assessment code: EYCE 1

Paper title: Scenario Based Short Answer
Examination

Paper number: Sample

Mark Scheme

v1.0

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.

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 relevant 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 section 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. 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 assessment requires learners to:

AO1	Recall knowledge and show understanding.
AO2	Apply knowledge and understanding.
AO3	Analyse and demonstrate understanding of concepts and theories

SAMPLE

Qu	Mark scheme	Total marks
1 (a)	<p>Identify one (1) childcare service that Jasmine could access.</p> <p>Award one mark for an appropriate childcare service that Jasmine could access.</p> <p>For example:</p> <ul style="list-style-type: none"> • a private day nursery (1). <p>Accept other suitable responses.</p>	<p>1</p> <p>AO2=1</p> <p>Unit 1</p>
1 (b)	<p>Give two (2) features of the childcare service identified in 1(a).</p> <p>Award one mark for each feature given.</p> <p>For example:</p> <ul style="list-style-type: none"> • The private day nursery offers care and educational programmes in line with the Early Years Foundation Stage (1). • It is run as a business to make a profit (1). • The private day nursery is run by qualified staff (1). • Jasmine would be cared for by a key person (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO1=2</p> <p>Unit 1</p>
1 (c)	<p>Using an example, explain how childcare policy supports working parents.</p> <p>Award one mark for an example of childcare policy and up to two marks for an explanation of how that policy supports working parents.</p> <p>For example:</p> <p>The Government are supporting flexible childcare arrangements (1)</p> <ul style="list-style-type: none"> • This has led to the introduction of breakfast and after school clubs OR free childcare places (1) which has meant that working parents have more choice about the hours they are available for work (1). • Parents can book places now outside of the typical school day (1) and this eases strain of relying on other sources of childcare as well as protecting children from multiple carers (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO2=1</p> <p>AO3=2</p> <p>Unit 1</p>

<p>2 (a)</p>	<p>List three (3) professional skills of the professional childcare practitioner.</p> <p>One mark for each appropriate response.</p> <p>For example:</p> <ul style="list-style-type: none"> • observant (1) • qualified (1) • effective communicator (1) • able to work as part of a team (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p> <p>Unit 1</p>
<p>2 (b)</p>	<p>Identify and describe two (2) ways that the professional childcare practitioner can be a positive role model.</p> <p>Award one mark for identification of a way that the professional childcare practitioner can be a positive role model and one mark for a description of that way (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • be punctual (1): if the professional childcare practitioner is on time, staff ratios are maintained and this serves as a positive role model to other staff, to students and volunteers as well as reassuring for parents and carers (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p> <p>Unit 1</p>

2 (c)	Analyse the role of the key person.		9
	Level	Marks	Description
	3	7–9	<p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>
	2	4–6	<p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p>
	1	1–3	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>
	0	No relevant material.	
<p>For example:</p> <p>The Key Person will be responsible for the care and education of a named group of children. The Key Person will liaise with the parent/carer and other professionals. The Key Person will track and monitor each of their key children.</p> <p>The Key Person will be responsible for meeting the child at the beginning and where possible at the end of each session, this will allow time to build a positive relationship with the parent/carer and support an effective exchange of information. The Key Person will observe each key child and plan to meet their next steps in line with the Early Years Foundation Stage through activities and experiences that reflect each child’s needs, stage of development and interest.</p>			
			<p>AO1=3</p> <p>AO2=3</p> <p>AO3=3</p> <p>Unit 1</p>

	<p>The Key Person will liaise with other professionals in order to support consistent approaches to care and in cases of transition the Key Person will ensure the child’s needs are represented.</p> <p>The Key Person will form a positive relationship with the child. This is a statutory requirement of the Early Years Foundation Stage and is one of the overarching principles of the Framework. The role of the Key Person reflects previous theoretical understanding of the role of attachment in the early years and aims to build confidence for the young key children. The Key Person will observe each child and will monitor and assess each child’s progress in line with the learning goals of the EYFS as well as planning for any intervention as appropriate.</p> <p>Accept other suitable responses.</p>	
<p>3 (a)</p>	<p>Identify two (2) potential effects of transition on Jay’s emotional development.</p> <p>Award one mark for each appropriate effect of transition on Jay’s emotional development.</p> <p>For example:</p> <ul style="list-style-type: none"> • become withdrawn (1) • regress in behaviour/stage of development (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p> <p>Unit 1 and Unit 2</p>

3 (b)	<p>Analyse the role of the professional childcare practitioner during Jay’s transition to school.</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 is appropriate and accurate and shows clear understanding.</p> <p>Analysis 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 is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis 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 is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>Responses should be well-reasoned and consider what action the professional childcare practitioner should take and explain how this would support Jay.</p> <p>For example:</p> <ul style="list-style-type: none"> • The childcare practitioner should liaise with Jay’s teacher at the previous school to determine his needs, interests and abilities. • This will allow the childcare practitioner the opportunity to care for Jay in a consistent way. • The childcare practitioner should make arrangements to meet with Jay’s parents to find out about his routine and identify any ‘special words or phrases’. • This will enable the childcare practitioner to care for Jay effectively and recognise his needs as well as promote communication. • The childcare practitioner should arrange to meet with other professionals that are involved with Jay’s care such as a Speech and Language Therapist. • This will support continuity of care and enable best practice through effective team work and a multi-agency approach. <p>Accept other suitable responses.</p>	Level	Marks	Description	3	5–6	<p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>	2	3–4	<p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis 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 is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>		0	No relevant material.	<p>6</p> <p>AO2=3</p> <p>AO3=3</p> <p>Unit 1 and Unit 2</p>
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<p>4 (a)</p>	<p>Identify and explain two (2) factors that contribute to attachment in the first year of life.</p> <p>Award one mark for each factor identified and one mark for the explanation given (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • mental health of mother (1): the mental health of the mother will impact on time spent caring for the baby after birth (1) • baby born requiring special care (1): separating the baby from the mother can affect the quality of attachment (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p> <p>Unit 1 and Unit 2</p>
<p>4 (b)</p>	<p>Identify and explain one (1) way that the professional childcare practitioner can support resilience in young children.</p> <p>Award one mark for identifying the way and up to two marks for the explanation.</p> <p>For example:</p> <ul style="list-style-type: none"> • building a positive relationship with children will support a sense of confidence and resilience (1) which means that children will feel valued. Spending time to 'get to know' each child, through communication and by taking an interest in the child's experiences will contribute to positive relationships (1) and this in turn will help young children to build resilience from raised self-worth, independence and esteem (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO2=1</p> <p>AO3=2</p> <p>Unit 1 and Unit 2</p>
<p>5 (a)</p>	<p>Identify one (1) activity that will support language skills for children in each of the following ages:</p> <ul style="list-style-type: none"> • 9 months • 6 years • 12 years. <p>Award one mark for identifying an activity in each of the ages.</p> <p>For example:</p> <ul style="list-style-type: none"> • 9 months: simple action rhymes (1) • 6 years: circle time (1) • 12 years: peer group discussion/group work (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO2=3</p> <p>Unit 2</p>

<p>5 (b)</p>	<p>Describe the opportunities for a child’s language development for one (1) of the activities identified in 5(a).</p> <p>Award two marks for a description of the activity in relation to opportunities for a child’s language development.</p> <p>For example:</p> <ul style="list-style-type: none"> • simple action rhymes: encourage interaction (1) and turn taking in conversation (1) • circle time: encourages confidence speaking with peers (1) and creative thought processes (1) • peer group discussion/group work: encourages articulation (1), presentation skills (1) OR language for expression (1) and information sharing (1). <p>Accept other suitable responses.</p>	<p>2</p> <p>AO2=2</p> <p>Unit 2</p>
<p>5 (c)</p>	<p>Identify three (3) significant stages of physical development from birth to one year of age.</p> <p>Allocate one mark for each accurate stage. A maximum of three marks.</p> <p>For example:</p> <ul style="list-style-type: none"> • head control (1) • sitting (1) • crawling (1) • standing (1). <p>Accept other suitable responses.</p>	<p>3</p> <p>AO1=3</p> <p>Unit 2</p>

<p>6 (a)</p>	<p>Outline the stages of Tuckman’s model for teamwork.</p> <table border="1" data-bbox="295 286 1264 660"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>3–4</td> <td>An outline which is accurate and detailed. Subject specific terminology is used effectively.</td> </tr> <tr> <td>1</td> <td>1–2</td> <td>An outline which is lacking in sufficient detail and may contain a number of errors. Subject specific terminology is either not present or used ineffectively.</td> </tr> <tr> <td></td> <td>0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>For example:</p> <ul style="list-style-type: none"> • forming: dependent on leader for guidance and direction • storming: power struggles exist as team establishes self • norming: commitment and unity through facilitated leadership • performing: strategically aware with shared vision, autonomous and can work with little direction from leader (4 marks). <p>Accept other suitable responses.</p>	Level	Marks	Description	2	3–4	An outline which is accurate and detailed. Subject specific terminology is used effectively.	1	1–2	An outline which is lacking in sufficient detail and may contain a number of errors. Subject specific terminology is either not present or used ineffectively.		0	No relevant material.	<p>4</p> <p>AO1=4</p> <p>Unit 1</p>
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<p>6 (b)</p>	<p>Identify two (2) characteristics of effective teamwork and describe how each may be used in a childcare setting.</p> <p>Award one mark for identifying a characteristic and one mark for a description of each characteristic in a childcare setting (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • collaboration (1): sharing ideas, discussing different viewpoints, cooperation and negotiation are skills of effective, collaborative team work that allows for well-informed decision making (1) • sharing of information (1): sharing information is in the best interest of the child such as when concerns are identified involving a child’s welfare or learning (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p> <p>Unit 1</p>												

<p>6 (c)</p>	<p>Identify one (1) other professional who could support Jay’s teacher through a multi-agency approach.</p> <p>Award one mark for any of the roles listed below.</p> <p>For example:</p> <ul style="list-style-type: none"> • physiotherapist (1) • speech and language therapist (1) • nurse (1) • educational psychologist (1) <p>Do not accept teacher, but accept other suitable responses.</p>	<p>1</p> <p>AO1=1</p> <p>Unit 1 and Unit 2</p>
<p>7</p>	<p>Identify one (1) biological factor and one (1) environmental factor and briefly explain how each may affect human development.</p> <p>Award one mark for each factor and one mark for the explanation of that factor (2x2).</p> <p>For example:</p> <ul style="list-style-type: none"> • biological: genetics (1), the baby may be born with a disability that is present due to inherited genes (1). • environmental: passive smoking (1), the baby may develop symptoms associated with passive smoking such as asthma and respiratory related health conditions (1). <p>Accept other suitable responses.</p>	<p>4</p> <p>AO1=2</p> <p>AO2=2</p> <p>Unit 2</p>

8 (a)	<p>Identify one (1) theory and briefly outline how it has contributed to our understanding of child development.</p> <p>Award one mark for identifying a theory of child development and one mark for a brief outline of how it has contributed to our understanding of child development.</p> <p>For example:</p> <ul style="list-style-type: none">• the attachment theory (1) contributed to our understanding of children’s emotional development, especially influencing the role of the primary care giver and Key Person (1)• scaffolding(1) contributed to our understanding of children’s cognitive development by considering how children learn (1)• the social learning theory (1) contributed to our understanding of children’s social development, especially influencing our understanding of role models for children (1). <p>Accept other suitable responses.</p>	2 AO2=1 AO3=1 Unit 2
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SAMPLE

8 (b)	<p>Analyse the impact that the theory identified in 8(a) has had on the way childcare practitioners care for Jasmine 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>3</td> <td>5–6</td> <td> <p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p> </td> </tr> <tr> <td>2</td> <td>3–4</td> <td> <p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p> </td> </tr> <tr> <td>1</td> <td>1–2</td> <td> <p>A limited range of relevant knowledge and understanding is shown, but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p> </td> </tr> <tr> <td></td> <td>0</td> <td>No relevant material.</td> </tr> </tbody> </table> <p>For example:</p> <p>Vygotsky scaffolding theory impacted on our understanding of how children learn. This was described as a zone of proximal learning and a zone of actual learning.</p> <p>When children are at the zone of proximal learning they may require support from an adult in a particular area of learning and are at this stage whilst they master independent skills in the specific area, such as relying on an adult for reassurance and support/prompts when learning to tell the time.</p>	Level	Marks	Description	3	5–6	<p>A wide range of relevant knowledge and understanding is shown, which is accurate and detailed.</p> <p>Application of knowledge is appropriate and accurate and shows clear understanding.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made.</p>	2	3–4	<p>A range of relevant knowledge and understanding is shown, but may be lacking in sufficient detail, with a few errors.</p> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made.</p>	1	1–2	<p>A limited range of relevant knowledge and understanding is shown, but is often fragmented.</p> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate.</p>		0	No relevant material.	<p>6</p> <p>AO1=2</p> <p>AO2=2</p> <p>AO3=2</p> <p>Unit 1 and Unit 2</p>
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	<p>Once the child has mastered the skill, Vygotsky would suggest that the child is at the zone of actual development and will be ready to advance their learning by adding to their knowledge of mathematical concept surrounding time. Children are continuously learning and making sense of the world and this would imply a continuous cycle of movement between the zones.</p> <p>Accept other suitable responses.</p>	
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<p>9</p>	<p>Identify three (3) skills required of the professional childcare practitioner and explain how each would help build a positive relationship with Monty’s parents when they visit his new school.</p> <p>Award one mark for each skill identified and one mark for an explanation of how that skill will help build a positive relationship with Monty’s parents (2x3).</p> <p>For example:</p> <ul style="list-style-type: none"> • communicate (1): clear communication is important when exchanging relevant information. When sharing information it is important that Monty’s new teacher listens to his parents as they will have a lot of information about his learning needs/preferences, interests as well as being able to share information about areas of learning that may cause stress for Monty (1) • being flexible (1): it will be useful to be flexible to arrange mutually convenient times for meetings. This is especially relevant as we know that Monty’s parents both work and that they have young children to care for too without the support of immediate family (1) • sharing information about Monty’s study programme (1): it will be useful to share information about Monty’s study programme to involve his parents in his educational activities so that Monty will feel confident about sharing his work at home. Monty’s parents will also be prepared well to support Monty and encourage him in his work (1). <p>Accept other suitable responses.</p>	<p>6</p> <p>AO1=3</p> <p>AO2=3</p> <p>Unit 1 and Unit 2</p>
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10	<p>Analyse the impact of child-centred practice for Monty’s cognitive development.</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;">9–12</td> <td> <p>Application of knowledge is appropriate and accurate and shows clear understanding and relevance to the context.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made and conclusions drawn are fully supported by judgements.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">5–8</td> <td> <p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors and a lack of clarity.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made and there are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1–4</td> <td> <p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate and attempts to draw conclusions are seldom successful and likely to be irrelevant.</p> </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>For example:</p> <p>Child-centred practice will require the childcare practitioner to be familiar with Monty’s performance across all areas of the curriculum. The childcare practitioner must be confident with planning so that activities and experiences are planned to meet Monty’s interests as well as his holistic development needs. Activities and experiences that are either too challenging or not challenging enough will demotivate Monty. Activities and experiences must reflect curriculum need at the appropriate stage and if planned through Monty’s interests he will be more likely to participate and contribute.</p> <p>By contributing, Monty will engage with others, share ideas and negotiate any shared objectives within group work, he will also be more likely to offer solutions to problems arising and will reflect on his prior knowledge to make sense of the task in hand and make advancements in his learning. (Vygotsky –zone of proximal and actual development).</p>	Level	Marks	Description	3	9–12	<p>Application of knowledge is appropriate and accurate and shows clear understanding and relevance to the context.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made and conclusions drawn are fully supported by judgements.</p>	2	5–8	<p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors and a lack of clarity.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made and there are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p>	1	1–4	<p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate and attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>		0	No relevant material.	<p>12</p> <p>AO2=6</p> <p>AO3=6</p> <p>Unit 1 and Unit 2</p>
Level	Marks	Description															
3	9–12	<p>Application of knowledge is appropriate and accurate and shows clear understanding and relevance to the context.</p> <p>Analysis to demonstrate understanding of concepts and theories is detailed and highly effective. Clear links are made and conclusions drawn are fully supported by judgements.</p>															
2	5–8	<p>Application of knowledge is mostly appropriate, showing some clear understanding. There may be a few errors and a lack of clarity.</p> <p>Analysis to demonstrate understanding of concepts and theories is effective and mostly relevant. Some clear links are made and there are attempts to draw conclusions, which are supported by judgements, but it is likely that some will be irrelevant.</p>															
1	1–4	<p>Application of knowledge is limited and may show a lack of understanding. There may be a number of errors.</p> <p>Analysis to demonstrate understanding of concepts and theories lacks detail and may have limited effectiveness and relevance. Links may be made but are often inappropriate and attempts to draw conclusions are seldom successful and likely to be irrelevant.</p>															
	0	No relevant material.															

	Accept other suitable responses.	
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Assessment Objective Grid

Question	AO1	AO2	AO3	Total
1(a)		1		1
1(b)	2			2
1(c)		1	2	3
2(a)	3			3
2(b)	2	2		4
2(c)	3	3	3	9
3(a)		2		2
3(b)		3	3	6
4(a)	2	2		4
4(b)		1	2	3
5(a)		3		3
5(b)		2		2
5(c)	3			3
6(a)	4			4
6(b)	2	2		4
6(c)	1			1
7	2	2		4
8(a)		1	1	2
8(b)	2	2	2	6
9	3	3		6
10		6	6	12
Total	29	36	19	84
%	35	43	22	100