

3605-035/535

Level 3 Early Years and Childcare

Version 1.0 – September 2017

Sample Mark Scheme

1.

Identify **five** signs or symptoms of neglect. (5 marks)

Answer

One mark for each of the following, up to a maximum of five. Answers may include but not limited to:

- failure to thrive
- constantly hungry
- under fed or over fed
- stealing food and toys
- constant soiled/wet nappies
- repeated untreated infestations
- repeated untreated medical/dental conditions
- dirty or inappropriate clothing for the weather.

2.

Louis has been diagnosed with an autistic spectrum disorder, and the pre-school have decided that he will not be able to go on the trip to the farm. Instead, the pre-school has asked Louis' mum to keep him at home that day.

Explain how using the medical model of disability in the scenario impacts on Louis's development. (4 marks)

Answer

Explanation may include any four of the following for four marks.

- The medical model sees the child as a problem rather than appreciating an issue with the setting/practice.
- The child would be missing out on learning and development opportunities and social interaction.
- The focus is on the child's disability which is discriminatory and undermines his self-esteem and self-confidence.
- Practitioner and setting are not making adjustments in order to meet the child's needs and full potential.
- The model focuses on what the child cannot do, as opposed to what the child can do.

3.

Explain, using Froebel's theory why free play is important for children's learning and development. (3 marks)

Answer

Maximum two marks available for a description of Froebel's theory. To gain maximum marks candidates must provide an explanation to why free play is important. Answer may include but not limited to:

Friedrich Froebel believed that children learn best when they are active in the environment (1). He called these play spaces 'kindergarten' literally meaning children's garden (1). He wanted children to learn through 'gifts', natural toys such as wooden blocks or patterns to stimulate thinking (1) and looking at how things grow in nature such as fruit and vegetables which could be used and eaten (1), as well as being physically active through playing games (1). This provides for children's all round development.

4.

State **four** types of internal support that settings can provide in situations where harm or abuse is suspected or alleged. (4 marks)

Answer

One mark for each of the following, up to a maximum of four marks. Answer may include but not limited to:

- listen attentively, reassure and treat children's statement seriously
- help parents to understand the importance of following reporting and recording procedure of the setting
- inform the designated safeguarding lead / key person / SENCO / manager or other member of staff
- record detailed observations and assessments including exact words used by children
- keep lines of communication open between the parents and key person
- make sure information is shared on a need to know basis
- make sure all the child protection records are stored separately from all other child records.

5.

Describe the Montessori pedagogical approach, giving an example of its practical application. (5 marks)

Answer may include descriptions of but not limited to:

- multi-age groupings where children freely explore their own environment and make their own choices.
- real or natural objects are used to support learning
- all resources are accessible to children
- small scale furniture is a feature
- the practitioner's role is to follow and observe the child's interests and choices and guide them through their chosen activities
- peer teaching and adult teaching are a strategy in this approach.

Maximum one mark available for an example of practical application eg use of sandpaper numbers, demonstration of how to trace sandpaper numbers and recreating pattern of numeral in the sand tray. Child exploring activities independently.

6.

Toshio and his family have recently moved from Japan to a small village. They speak very little English. His dad works shifts and mum does not drive, so Toshio does not attend pre-school regularly.

- a) Identify five barriers that may prevent the development of an effective partnership with Toshio's family. (5 marks)
- b) Explain one strategy you could use to support partnership working with Toshio's family. (3 marks)

a) Answer may include but not limited to:

- shift work may not mirror opening times of the nursery
- lack of opportunities for discussions
- lack of ability to build a relationship with parents
- practitioners lack of experience/confidence/knowledge
- parental priorities/different approach to settings
- cultural and language barriers
- differences in learning and development expectations of parents and practitioners.

b) Strategies may include an explanation of, but not limited to:

- use of translation services to support spoken and written communication
- practitioners to learn about different cultures
- organisation of time for practitioners to meet with parents outside of normal hours, eg home visits
- learning of common words to aid communication with child, eg what they call toilet
- dual language resources
- visual timetable for children and parents
- local support systems for transportation and partnership working.

7.

A Speech and Language Therapist has sent you strategies to use with your key child prior to their visit. You do not understand these strategies, and the visit with the therapist has been cancelled due to time restrictions. The next appointment is in eight weeks' time.

Describe how the barriers in the scenario above may be overcome. (4 marks)

Answer

Descriptions may include but not limited to:

- think of alternative methods of accessibility, eg telephone conversations, emails
- arrange meetings outside of normal working hours
- line manager releasing staff/providing cover to attend meetings during working hours
- seek advice from SENCO/lead professional for formally written reports.

8.

Claude is aged three, his home language is French. He has been coming to the setting for six weeks and has made friends with some of the children. His key person Tom grew up in France so they sometimes talk to each other in French. Tom's manager has asked him to speak only in English to Claude as this is his parent's request.

Discuss the impacts of Tom **not** speaking French with Claude in the setting. (12 marks)

Indicative content

- Legislation/codes of practice - the early years curriculums, Equality Act
- Transitions – Claude is still settling into the setting
- Learning and development, health and well-being:
 - importance of recognising the child's home language in supporting learning
 - Claude may feel isolated and confused as he may not be able to make himself understood
 - Claude will not understand why his key person is now only talking in English with him
 - Claude's self-esteem may be affected
 - Claude's attachment to his key person may be affected
 - Claude's confidence in talking may suffer and he may stop talking in both languages.
- Inclusion
- Key person should challenge the manager as best practice
- Home languages should be valued. Research has shown that children must use home languages to continue their cognitive development
- He could suggest inclusive practice for the other children so they can also learn some French
- Partnership working with colleagues and parents
- Valuing opinions and beliefs and ideas as well as culture
- Key person should talk with parents and explain that using the child's first language is important
- Learning and development theories – humanist, cognitive, behaviourist, play, Early years pedagogy.

Band 1: 1 – 4 marks

Basic discussion showing minimal breadth of considerations, supported with little or no analysis. Few links to individual needs, and limited understanding of impacts on learning and well-being. Made limited reference to best practice, transitions and partnership working and provided little or no justifications for these. The response lacked structure and coherency. Where facts were provided, these were sometimes incorrect.

To access higher marks in the band the response will include some attempt of recognising partnership working with parents and include a satisfactory range of considerations.

Band 2: 5 – 8 marks

Clear and relevant discussion which makes a reasonable attempt to cover some considerations displaying good breadth of knowledge and understanding. This was supported by some analysis. The discussion included some attempt to link individual needs with best practice, transitions and the impact on learning and development. Some areas may be more detailed than other areas but will include reference to support and partnership working. Throughout the discussion recommendations and opinions were offered with some justification and the use of some examples. The overall discussion is presented in a clear format and the use of terminology is mostly appropriate. Content is factually accurate.

To access higher marks in the band, the discussion will be mostly detailed and contain some justifications and some links to learning and development theory. The overall discussion will be presented clearly and with some logical structure.

Band 3: 9 – 12 marks

Comprehensive and clear discussion showing breadth of understanding across the main considerations which were supported by effective analysis and conclusions that displayed depth of understanding. A well-reasoned discussion with accurate links to individual needs, best practice, transitions, impacts on learning and development as well as learning and development theories were considered. Good comparisons were made between support and partnership working. Throughout the discussion coherent recommendations and opinions were offered with good justifications, some clearly defined examples were offered. Relevant use of accurate terminology was evident. The entire discussion was relevant and factually accurate.

To access higher marks in the band the response will be coherent, balanced and structured in a logical way. There will be a range of recommendations offered with strong links to other current theories or research which are fully justified.