

ASSIGNMENT GUIDANCE



CACHE Foundation Award in Caring for Children

© CACHE 2006

Except as allowed by law, or where specified in the text, no part of this publication may be reproduced or transmitted in any form or by any means without prior permission from the Council for Awards in Children's Care and Education.

Published in Great Britain by CACHE

First edition 2004	Book Code U1286
Second edition 2005	Book Code U1286-09/05
Third edition 2006	Book Code 100/0646/1/V7 AG

Publication date

July 2006

Publisher

Council for Awards in Children's Care and Education

Telephone 01727 818616

Fax 01727 818618

Registered Company No: 2887166

Registered Charity No: 1036232

Introduction

Please note – This document is intended as guidance and is not mandatory

The following document has been developed to support tutors and candidates with the assessment requirements of the CACHE Foundation Award in Caring for Children. It is hoped that this guidance will assist in the interpretation of all CFCC assignments.

Contents

Units

- Unit 2 Human Growth and Development from Birth to Old Age
- Unit 3 Food and Nutrition
- Unit 4 Health and Safety in Home and Group Settings
- Unit 5 Care of Children
- Unit 6 Play and Practical Activities

Unit 2 – Human Growth and Development from Birth to Old Age

Criteria	Grading Criteria	Guidance
P1	Give the age of EACH person described.	The person may be someone known to you, someone you know about or someone fictitious. Real names should not be used. Give the age of the person you are describing
P2	For EACH person give two pieces of accurate information about what they are able to do physically.	TWO accurate facts about the physical abilities of each person needs to be included, e.g The teenager rides a bicycle two miles to school every day and etc.
P3	For EACH person describe two appropriate things they like doing for play or in their spare time.	TWO play/leisure activities appropriate for each person must be included, eg the child enjoys an outing to the swings in the park and etc.
P4	For EACH person explain accurately two ways in which they communicate with others.	TWO ways each person communicates must be included. These may include a range of methods of oral and non-verbal communication. eg The baby communicates by babbling and by...
P5	For EACH person include two possible moods or feelings they show.	TWO appropriate emotional responses for each person must be included, eg the older person worries about their health....
P6	For EACH person describe two appropriate ways in which they get on with others.	TWO appropriate ways in which each person uses their social skills must be included, eg the teenager likes to spend time talking with their friends and...
M1	Show how these descriptions link to the stages of all-round growth and development that you have learned about	The descriptions of the individuals given in P2 – P6 need to be linked to the expected norms of growth and development. eg The baby described can crawl which is usual for 10 months.
D1	Explain in detail the stages of development for each child and adult.	A detailed explanation of the stages of development of each child and adult given in P2 – P6, needs to be included, eg the middle aged person has reached the menopause which means that...etc.

Unit 3 – Food and Nutrition

Criteria	Grading Criteria	Guidance
P1	Show what a healthy balanced diet for a 9 month old baby and a child of five years should include.	Include the food groups a 9-month-old baby and a child of 5 years need to make their diet balanced and healthy. E.g. The food groups such as fruit and vegetables etc
P2	List the main nutrients needed for a healthy balanced diet for a 9 month old baby and a child of five years.	Include the nutrients that a 9 month old baby and a child of five years need to be healthy, such as protein etc
P3	Give examples of suitable foods for a baby and a child of five years which contain the different nutrients.	For each nutrient given in P2, identify food which will provide the nutrient and be suitable for the baby and for a 5 year old, eg. Protein - minced chicken for the baby and chicken pieces for the 5 year old
P4	Include two meals which are appropriate in one day for the 9 month old baby and a five-year-old child.	Give examples of 2 meals in one day which would be suitable for the 9-month-old baby and 2 meals for the 5 year old. E.g. 5-year-old breakfast. Cornflakes with milk, orange juice, toast, etc Lunch. ...
P5	Show how to present the meals attractively for the 9 month old baby and the five-year-old child.	Give information about how to make the meals given in P4 appealing to the baby and the 5 year old. E.g. It is important to make sure that portions are not too large, children aged 5 enjoy serving themselves and etc
M1	Show a good range of the foods which contain the different nutrients.	Give at least 4 foods which contain the different nutrients listed in P2
M2	Show what the different nutrients are used for in the body.	For each nutrient given in P3, give at least one way the nutrient is used by the body. E.g. carbohydrates are needed for energy
M3	Show how two meals for the baby and the two meals for the five-year-old child will meet their nutritional needs.	Clearly show how the food in the two meals for the baby and the two meals for the five year old chosen in P4 contains the nutrients they need. E.g. The bread in the cheese sandwich for the five-year old will give carbohydrate etc.
D1	Clearly show the links between the nutrients, foods and a balanced diet for a baby and a child of five years.	Show clearly the connections between the nutrients, the foods selected and what the 9 month old baby and the five-year old need for a healthy balanced diet

Unit 4 – Health and Safety Practices in Home and Group Settings

Criteria	Grading Criteria	Guidance
P1	Identify ten health and safety hazards for children in the different areas of the home including kitchen, bathroom, living room, bedroom and hall and stairs.	Show what may cause children to have accidents and illnesses in the home. At least one hazard must be given for each of the areas (kitchen, bathroom, living room, bedroom, and hall and stairs) 10 hazards must be given in total, eg the living room – unguarded gas-fire. Kitchen - kettle flex hanging down etc.
P2	Identify ten health and safety hazards for children outside such as traffic on the roads, parks and playgrounds, canals, rivers and ponds, swimming	Show what may cause children to have accidents and illnesses. outside. At least one hazard must be given for each of the areas (traffic, pools and the seaside. parks and playgrounds, canals, rivers and ponds, swimming pools and the seaside). 10 hazards must be given in total, eg playground – soiled with dog faeces, broken fence near road etc.
P3	List ten basic health and safety precautions that can be taken to prevent accidents and illness in children.	Give ten suitable things that can be done to stop accidents and illnesses in children, eg Children who cannot swim must wear armbands when they are near water, etc.
M1	Give five examples to show what may happen to children if the health and safety precautions are not taken inside or outside the home.	Give five examples of possible accidents or illnesses that may happen to children if health and safety precautions are not taken, eg children may be burned if there is no fireguard, etc.
D1	Explain why adults working with children should understand the importance of health and safety.	Give at least one reason why adults working with children need to understand the importance of health and safety, eg children cannot understand about danger etc.

Unit 5 – Care of Children

Criteria	Grading Criteria	Guidance
P1	State the chosen age range and season	Give the age range and season chosen
P2	Describe care of the child's hair appropriate to the age and stage of development.	Give information about how the child's hair needs to be looked after, appropriate to the age and stage of development of the child chosen. E.g. The hair of children aged 3-5 years should be kept clean and brushed...etc
P3	Describe care of the child's skin appropriate to the age and stage of development.	Give information about how the child's skin needs to be looked after, appropriate to the age and stage of development of the child chosen E.g. The skin of children aged 1-3 years who play outdoors will need to be kept clean and protected by...etc
P4	Describe care of the child's teeth appropriate to the age and stage of development.	Give information about how the child's teeth need to be looked after, appropriate to the age and stage of development of the child chosen. E.g. Babies may have some teeth before they are 1 year, which will need brushing with a soft brush and...etc
P5	Describe the rest and sleep needs of the child appropriate to the age and stage of development.	Give information about what rest and sleep a child of the chosen age may require. E.g. Children aged 3-5 years are very active and may need quiet activities to rest during the day and...etc
P6	Identify clothing and footwear for the child appropriate to the age and stage of development and the season.	Show clothing and footwear that is suitable for a child of the chosen age in the season selected. E.g. Spring /child aged 5-8 years T-shirt, fleece jumper, jeans, light waterproof jacket, ...etc
M1	Explain why one of the areas of basic care is important.	Choose one of the areas of basic care described in P2, P3, P4, P5 or P6 and give reasons why it is important. E.g. It is important to care for children's teeth correctly as they may get tooth decay and...etc.
D1	Explain why children need care routines.	Give reasons why care routines are important to children. This may include: to make them feel secure, to help them to learn to look after themselves etc.

Unit 6 – Play and Practical Activities

Criteria	Grading Criteria	Guidance
P1	State the age of child(ren) that you have chosen.	Clearly state the ages range chosen from the 3 given, (1–2 years, 2–5 years, over 5 years) eg Play and practical activities for a pre-school child aged 2–5 years
P2	Describe briefly EACH type of play.	Include information about EACH of the following types of play: physical play, construction play, creative play, imaginative play and social play. This may include what children are doing or paying with during the type of play, eg imaginative play. This is when children play pretending to be other people or doing...etc.
P3	Describe an activity which is suitable for EACH type of play and the age of the child(ren).	For each type of play given in P2 give an example of an activity which would be suitable for the age of the child chosen in P1. This will mean 5 activities altogether, eg construction play for 2–5 years - making junk modelling rockets
P4	Identify a toy or piece of equipment that can be used for EACH activity.	For each activity given in P3, give information about one toy or piece of equipment that would be used during the activity, eg for construction play for 2–5 years - making junk modelling rockets – kitchen rolls would be used
P5	Describe your role during EACH activity.	For each activity given in P3, give information about what you would do during the activity, eg making junk modelling rockets – I would help the children when they asked me and make sure they had enough glue
M1	Show clearly how one of the play activities can help a child to develop and learn.	Choose ONE activity given in P3 and give information about how it may help the child to develop and learn, eg junk modelling rockets may help a child to use a glue spreader and learn how things fit together
D1	Explain why play is important in helping children to learn.	Give reasons why play may help children to learn, eg children can make mistakes when they are playing which will help them to etc.