

**Marking Guidelines and Test Specification
CACHE Level 3 Certificate in Child Care and Education
Short Answer Paper Test
Exemplar Paper 2**

Question	Answers may include
<p>Q1</p> <p>List FIVE (5) pieces of legislation which relate to keeping children safe, in your country.</p>	<ul style="list-style-type: none"> • Children Acts (1989/2004) - accept both separately • Childcare Act (2006) • Disability Discrimination Act (1995/2005) • UN Convention on the Rights of the Child • Health and Safety at Work Act (1974) • Data Protection Act (1998) • Control of Substances Hazardous to Health Regulations (1989) • Manual Handling Regulations (1992) • Food Safety Act (1990) • Food Safety Regulations (1995) • Every Child Matters • Other relevant legislation – may be specific to country
<p>Q2</p> <p>Give FIVE (5) reasons why practitioners should follow the policies and procedures of the setting.</p>	<ul style="list-style-type: none"> • Legal requirements • Employees' responsibility • Responsibility to parents • Welfare of the children • Protect children • Good practice guidelines for what to do • Safe working practices – practitioner safety • Comply with registration requirements • Maintain a safe environment • Understand own role • Know what to do in an emergency • Give confidence in working • Achieve common expectations/team work • Accountability • Other appropriate reasons

<p>Q3</p> <p>Which procedures will help to keep the children safe if there is an outbreak of vomiting and diarrhoea in the setting?</p>	<p>Specific procedures needed</p> <ul style="list-style-type: none"> • Hand washing • Toileting • Personal hygiene • Prevention of cross infection • Disposal of waste / body fluids / nappies • Maintaining hygiene of toys / resources and equipment • Discontinue sand and water play • Food hygiene and handling • Recording and reporting of illness including notifiable diseases • Information to parents / advice about keeping the child at home • Immediate isolation of child from others until parents arrive • Other appropriate procedures
<p>Q4</p> <p>Explain why the setting should carry out regular emergency evacuation practices?</p>	<ul style="list-style-type: none"> • Legal requirements of Health and Safety at Work Act/Early Years Foundation Stage (or legal requirements specific to country) • Staff will know what to do • Children will know what to do • Understand practitioners' roles and actions • Need to practice for real emergencies for children and staff • Informs staff of training needs • Opportunity to review difficulties / problems with procedures/review procedures / make sure procedures working effectively • Reassure children, develop confidence and self-esteem • Communication with other professionals • Other relevant reasons

Q5

Discuss how the daily routines in the setting can help children to take some responsibility for their health and safety.

Routines can help to:

- Develop life skills and lifetime habits e.g. hygiene, diet, exercise, decision making, conflict resolution; children take personal responsibility
- Meet needs - promoting wellbeing so fulfil potential e.g. sleep and rest – relax and recuperate so encourages activity, appetite, behaviour etc
- Promote self-confidence, independence, self-esteem, confidence in ability / decisions / participation
- Discuss safety issues - raises awareness and ability to assess risks
- Consult with children – use in planning to reflect wishes, interests, needs in planning and provision
- Offer choices to promote decision-making skills
- Value contributions of children, enabling and empowering them to express opinions and wishes to adults
- Promote emotional well being - praise, encouragement and support as appropriate and routines help children feel valued and secure
- Develop children's understanding of reasons for routines
- Other relevant ways

<p>Q6</p> <p>a) Give reasons why teamwork is important when settings review the policies and procedures.</p> <p>AND</p> <p>b) Analyse the ways reflective practice contributes to meeting the needs of the children in the setting during accidents, illness and emergencies.</p>	<ul style="list-style-type: none"> • Democratic / professional approach to review • Effective communication – sharing views • Whole team has to implement the policies and procedures • Whole team understands what policies and procedures of setting are • Compliance more likely if agreement within team • Value and respect different viewpoints, ideas and opinions • Consistent approach – achieve best outcome • Welfare of children paramount • Needs and rights of children, staff and parents in the setting will be met • Practitioner confidence in following policies and procedures • Other relevant reasons <p>b)</p> <ul style="list-style-type: none"> • Compare different strategies, assess what has or has not worked and use in future planning / setting targets • Monitor children's behaviour / needs at this time, consider appropriate strategies to meet individual needs • Evaluate coping strategies of staff; recognise feelings; identify strengths and weakness, training needs, review policies / procedures • Evaluate incidents • Consider feedback from others and use to develop own practice • Increase knowledge and understanding of relevant research / theories • Other relevant ways
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<p>Q7</p> <p>Describe TWO (2) different situations in which a practitioner may need support to help deal with their own feelings when meeting the care needs of children.</p>	<p>Situation may relate to child or practitioner</p> <p>Two different descriptions of situations such as:</p> <ul style="list-style-type: none"> • Practices / beliefs of family differ from those of practitioner's e.g. diet, religion, punishment, parenting styles • Bereavement • Disability • Disclosure of abuse • Accusations of abuse • Sick child • Challenging child • Meeting individual needs • Mark may be given for team support • Other relevant reasons
<p>Q8</p> <p>Explain how the pieces of legislation which have an impact on settings can help to protect children and their families.</p>	<ul style="list-style-type: none"> • Policies and procedures must show how setting will meet legal requirements • Legislation embedded in inspection of settings • Follow/recognise legal duty • Underpin safe working practices • Human Rights Act – children, staff and parents - dignity, respect, fairness, opportunities to fulfil potential • Disability Discrimination Act – inclusiveness, diversity, reasonable adjustments to allow participation • Children Acts – consulting children, child protection, welfare of child • Health and Safety at Work Act / COSHH / RIDDOR • Data Protection Act - confidentiality • Explanation of other relevant pieces of legislation • CRB requirement • Adult: child ratios • Safeguarding vulnerable groups • Requirements for travel / outings identified • Reassurance to parents • Other relevant ways that legislation may have an impact

These grade boundaries relate only to this Certificate Short Answer Paper.

Number of marks achieved	Grade
45 and above	A
38-44	B
31-37	C
26-30	D
22-25	E
21 and below	Referral

EXEMPLAR