

Answers

Chapter 1 Wider Context

Recall activities

1 Your mind map could include the following:

- ▶ Toddler group
- ▶ Pre-school
- ▶ Nursery class
- ▶ Childminder
- ▶ Nanny

2

School type	Definition
Academies	State-funded and no involvement from religious groups
Home-schooling	These are owned by a charitable trust which is funded by the local authority
Private schooling	Educated by parents/carers at home – must have access to a full curriculum
Maintained community schools	May work with other schools in the area (MAT) – funded through the central government
Trust schools	Paid for by fees – no government funding – also known as independent schools

Short answer exam-style questions

1 C – Department for Education (DfE) [1]

2 Any **two** educational professionals from the following:

Must include description of each role to gain full marks.

▶ **Early years practitioner/educator** [1]

Roles could include: all aspects of caring for children 3–5 years – key person, observing and assessing using the EYFS, working with parents/carers and other professionals, maintain health and safety, safeguarding. [1]

▶ **Teaching assistant** [1]

Roles could include: work alongside the teacher to support the delivery of the curriculum, work on a one-to-one with a specific pupil or with a small group of children with SEND, carry out assessments, support guided reading and other activities. [1]

▶ **Teacher** [1]

Roles: support teaching and learning through effective planning and assessments that meet curriculum requirements, raising standards, develop strategies to support individual needs of learners. [1]

▶ **Headteacher** [1]

Roles: oversee the day-to-day running of the school, work with governors, assess teaching and learning within the school, manage staff, recruit staff. [1]

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3 Any two from the following:

Must include short description of role for full 2 marks per role.

- ▶ **SENDCO** (Special educational needs and/or disabilities coordinator): liaise with parents/carers, staff and other professionals; ensure support for individual children/young people is provided, e.g. resources and equipment. [2]
- ▶ **Safeguarding officer/designated person**: role in managing all safeguarding within the school; role in reporting and recording safeguarding; train staff in recognising and raising any concerns. [2]
- ▶ **Mental health lead**: responsible for supporting mental health of children and young people in the school; plan and deliver appropriate sessions for learners and staff; develop a range of supportive strategies and procedures to help staff recognise and support mental health. [2]
- ▶ **Counsellor**: support welfare and wellbeing of children and young people; support a range of issues; liaise with and refer learners to other external professionals and specialist outside agencies. [2]
- ▶ **Careers advisor**: offer support and guidance to learners; set up sessions, events, study programmes; invite professional groups to talk to learners about career opportunities; support with CVS and UCAS applications. [2]

4 Ofsted [1]

5 a A description of one appropriate early years setting could be from the following:

Must include short description of setting for full 2 marks per setting.

- ▶ **Childminder**: privately funded; covers all ages that the childminder will care for in their own home; childminders must be registered. [2]
- ▶ **Nanny**: live-in or daily nanny; privately funded; range of childcare duties covered; cover all ages. [2]
- ▶ **Day nursery**: usually 6 months to 4 years (school age); privately funded; parents/carers will be given some government funding as the child gets older. [2]

b Early Years Foundation Stage (EYFS) [1]

Long-answer exam-style practice questions

1 Types of provision available to compare could include two of the following:

- ▶ School sixth forms
- ▶ Sixth form colleges
- ▶ General further education and tertiary colleges
- ▶ Private, independent and voluntary providers
- ▶ Employers
- ▶ Special colleges (including agriculture and horticulture colleges)
- ▶ Art design and performing arts colleges
- ▶ Higher education institutions

Example comparison:

Response	Guidance
Introduction (1–2 marks): Briefly introduce the two types of provision you will compare. Provide context on their significance in post-16 education.	10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications of detailed comparisons of different types of provision.

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<p>Main body:</p> <p>Comparison of similarities (4–5 marks):</p> <ul style="list-style-type: none"> ▶ Identify and explain key similarities between the two types of provision. ▶ Discuss how each type addresses similar educational or developmental needs. ▶ Example: Both types may offer vocational training, but in different fields. <p>Comparison of differences (4–5 marks):</p> <ul style="list-style-type: none"> ▶ Identify and explain significant differences between the two types of provision. ▶ Discuss how each type differs in structure, focus or target audience. ▶ Example: One type may emphasise academic qualifications (A levels) while the other focuses on vocational skills (apprenticeships). <p>Conclusion (1–2 marks): Sum up the key similarities and differences discussed. Reflect on the implications of these differences for post-16 students.</p>	<p>All links have been accurately made between similarities and differences.</p> <p>The response demonstrates extensive depth of understanding of post-16 provision.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly relevant.</p> <p>Most links have been made comparing two types of provision. Generally written clearly and mostly accurate.</p> <p>The response demonstrates some depth of knowledge with few omissions made.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance to two different types of provision.</p> <p>Some comparisons made.</p> <p>The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p>
<p>Example answer</p>	
<p>FE College (T Level Childcare) vs. Sixth Form College Similarities:</p> <ul style="list-style-type: none"> ▶ Both FE Colleges offering T Level Childcare and Sixth Form Colleges aim to prepare students for careers in childcare. ▶ They provide pathways to qualifications that are recognised in the childcare sector. ▶ Both offer opportunities for students to develop practical skills and theoretical knowledge related to childcare. <p>Differences:</p> <p>FE College (T Level Childcare)</p> <ul style="list-style-type: none"> ▶ Focuses on a vocational pathway through T Level qualifications in childcare. ▶ Emphasises practical, work-based learning with placements in childcare settings. ▶ Includes classroom-based learning that is directly related to the childcare industry. <p>Sixth Form College</p> <ul style="list-style-type: none"> ▶ Focuses on academic qualifications such as A levels, which may include subjects related to childcare. ▶ Primarily assessed through examinations and coursework. ▶ Offers a broader curriculum with flexibility to combine childcare with other academic subjects. 	<p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario.</p> <p>The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content.</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> ▶ The response is clearly expressed and well structured. ▶ Wide range of technical vocabulary used appropriately to fit the response. ▶ Rules of grammar are used effectively.

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<p><i>Could also look at comparisons between:</i></p> <ul style="list-style-type: none"> ▶ School sixth form ▶ Apprenticeships ▶ Specialist colleges: football, sport, agriculture, drama etc. 	
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Accept other appropriate responses.

2 Possible career options could include either of the following:

Response	Guidance
<p><i>Include at least two of the following options that could be discussed in detail to gain the full marks:</i></p> <p>Option 1: Further Education and Qualifications:</p> <ul style="list-style-type: none"> ▶ Advantages: Discuss how obtaining additional qualifications, such as a Level 3 Diploma in Supporting Teaching and Learning or a Foundation Degree in Education, can enhance Nasreen's skills and knowledge. ▶ Disadvantages: Address potential challenges such as time commitment and financial costs. ▶ Recommendations: Recommend this option if Nasreen aims for a deeper understanding of educational theories and practices, and if she seeks career advancement into roles requiring higher qualifications, like SENDCO (Special Educational Needs and Disabilities Coordinator). <p>Option 2: Specialising in a Specific Area:</p> <ul style="list-style-type: none"> ▶ Advantages: Explore the benefits of focusing on a specific area, such as special educational needs (SEN), literacy support, or pastoral care, to become an expert in that field. ▶ Disadvantages: Discuss potential limitations, such as narrow career opportunities outside of the specialised area. ▶ Recommendations: Recommend this option if Nasreen has a passion for a particular aspect of education and wants to make a significant impact in that area, benefiting both her career progression and the school community. <p>Option 3: Leadership and Management Roles:</p> <ul style="list-style-type: none"> ▶ Advantages: Explain how moving into roles like a Higher Level Teaching Assistant (HLTA), Deputy Head of Year, or Assistant Headteacher can provide leadership experience and opportunities for professional growth. ▶ Disadvantages: Address challenges such as increased responsibility and the need for strong organisational and management skills. 	<p>10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications for different career options. All links have been accurately made between advantages and disadvantages to the options. The response demonstrates extensive depth of understanding of various roles and responsibilities that a classroom assistant could progress to.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly relevant to the career options available to Nasreen. Most links have been made to various options. Generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p> <p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance. Brief understanding demonstrated of the need for evaluating the different options. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p>1–3 marks (Level 1): discussion is limited and demonstrates little relevance to the scenario.</p>

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<p>► Recommendations: Recommend this option if Nasreen demonstrates leadership potential, enjoys taking on responsibilities, and aims for a leadership position to influence school policies and practices.</p>	<p>Vague links have been made to evaluating the different choices of career paths. The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> ► The response is clearly expressed and well structured. ► Wide range of technical vocabulary used appropriately to fit the response. ► Rules of grammar are used effectively.
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Accept other appropriate responses.

3 Could include the following responsibilities of PANCo role:

Answer	Guidance
<p>Include at least three detailed responsibilities:</p> <ul style="list-style-type: none"> ► Develop and implement strategies for promoting physical activity among children. ► Organise structured physical activities and games to enhance gross skills and fitness levels. ► Collaborate with kitchen staff to plan balanced meals that meet nutritional needs. ► Promote healthy eating habits and provide education on the importance of nutrition. ► Work with parents to raise awareness about the significance of physical activity and healthy eating. ► Create a supportive environment that prioritises children's health and wellbeing. ► Collaborate with other staff members and external agencies to ensure comprehensive support. ► Provide resources to parents/carers on incorporating healthy practices at home. <p>Impact of role in supporting children's health and wellbeing:</p> <ul style="list-style-type: none"> ► Improved physical health: Discuss how increased physical activity and balanced nutrition promoted by the PANCo contribute to children's physical health, including motor skills development, strength and overall fitness. 	<p>10–12 marks (Level 4): Discussion is comprehensive and relevant, showing balanced justifications for a PANCo in promoting children's health and wellbeing. All links have been accurately made between the responsibilities and expected impact on health and wellbeing. The response demonstrates extensive depth of understanding of the role of the PANCo and their impact on the future of children's health and wellbeing.</p> <p>7–9 marks (Level 3): Discussion generally effective and mostly relevant to a summary of the key responsibilities of a PANCo. Most links have been made to health and wellbeing. Generally clear and mostly accurate. The response demonstrates some depth of knowledge with few omissions made.</p>

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<ul style="list-style-type: none"> ▶ Enhanced emotional wellbeing: Explain how engaging in physical activities and eating healthily can positively impact children's mood, self-esteem and emotional regulation. ▶ Educational benefits: Highlight how healthy habits fostered by the PANCo can improve children's concentration, learning readiness and academic performance. <p>Overall, the response should demonstrate that the presence of a PANCO within a nursery school can have a significant impact on supporting children's health and wellbeing. Through their specialist role, PANCOs contribute to the development of lifelong healthy habits, promote positive physical and emotional wellbeing, and create an environment where children can thrive and reach their full potential.</p>	<p>4–6 marks (Level 2): Discussion somewhat effective and has some relevance. Some links made to promoting health and wellbeing. Brief understanding demonstrated of the need for the PANCo in early years settings. The response is basic and shows limited depth of knowledge with omissions or inaccuracies made. Not all elements have been covered.</p> <p>1–3 marks (Level 1): Discussion is limited and demonstrates little relevance to the scenario. The response shows superficial depth of understanding and omissions have been made.</p> <p>0 marks: No relevant content</p> <p>Up to 3 extra marks would be given for QWC for:</p> <ul style="list-style-type: none"> ▶ The response is clearly expressed and well structured. ▶ Wide range of technical vocabulary used appropriately to fit the response. ▶ Rules of grammar are used effectively.
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Accept other appropriate responses.