

# CACHE LEVEL 2 Certificate in Introducing Caring for Children and Young People

## Candidate Assessment

## Part C

### Candidate Details

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_ Postcode: \_\_\_\_\_

Mobile number: \_\_\_\_\_ Work number: \_\_\_\_\_

Home number: \_\_\_\_\_ Preferred number: \_\_\_\_\_

Preferred contact time(s): Morning:  Late afternoon:  Anytime:

Early afternoon:  Evening:

Email (please print clearly): \_\_\_\_\_

Employer: \_\_\_\_\_

College: \_\_\_\_\_

(If you do not know your college please contact the Skills Network Student Support Team on 0845 177 0047 / 01757 210 522)

### CANDIDATE STATEMENT

I have completed the following assessment and confirm all the work is my own.

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## ASSESSMENT QUESTIONS

Please complete ALL of the answers to the questions in each section, and submit these together.

This assessment workbook contains questions in relation to the information provided in your learning resource pack.

Please:

- Read your learning resource before attempting to answer these assessment questions
- Fully complete, sign and date the candidate information on the front sheet overleaf
- Answer **ALL** questions **IN FULL**
- Check you have answered each question fully before submitting to your tutor for marking
- Make sure you supply any research materials together with your assessment.

(Please note: read each question carefully as there may be more than one answer required).

### Tips for understanding how to answer the questions

#### Describe

If you are asked to describe something you should state the features in such a way that another person could recognise what you are describing if they saw it. An example might be: **Describe a donkey.** It would be insufficient to state “has four legs and a back” as this could be a chair. A description stating “a four legged animal, long tail, mane, similar to a horse but generally smaller, makes a unique sound like “eeyor” often repeatedly.” Would probably allow another person to recognise your description as a donkey.

#### Explain / discuss

Give details which make what you are trying to say clear to the reader. As a general rule, this type of question requires the most in depth answer.

#### State

Usually requires a shortened answer, which could be a list or a single sentence. Several questions take the form of “state what the letters ‘BBC’ stand for”. The answer would simply be “British Broadcasting Corporation”.

#### Outline

This type of question needs a brief answer which does not include much detail, but covers all steps, stages or parts involved. A question asking you to outline how to catch a train would require an answer along the lines of “check train times, choose train, go to station, buy ticket and board train”. It would not expect you to include the detail of **how** you would do these things.

#### Identify

This means to give sufficient detail so that someone else can recognise your description. This is sometimes used instead of “state”, so think what the question is asking.

#### Demonstrate

Means just that. Show someone what you do.

## Unit 4: Safeguarding the welfare of children and young people

(Please note: the numbers in brackets refer to the assessment criteria for each question and are for your tutor's use.)

**Q1. Identify the current legislation, guidelines, policies and procedures for safeguarding the welfare of children and young people including e-safety. (1.1)**

**(For 1a – 1d give at least one example relevant to safeguarding the welfare of young children.)**

**a) Legislation**

**b) guidelines**

**c) policies**

**d) procedures**

**Q2. Describe the roles of key agencies involved in safeguarding the welfare of children and young people. (1.2)**

**Q3. Identify the signs and symptoms of common childhood illnesses. (2.1)**

**Q4. Describe the actions to take when children or young people are ill or injured. (2.2)**

**Q5. Identify circumstances when children and young people might require urgent medical attention. (2.3)**

**Q6. Describe the actions to take in response to emergency situations including:  
(2.4)**

**a) fires**

**b) security incidents**

**c) missing children or young people**

**Q7. Identify the characteristics of different types of child abuse. (3.1)**

**Q8. Describe the risks and possible consequences for children and young people using the internet, mobile phones and other technologies. (3.2)**

**Q9. Describe actions to take in response to evidence or concerns that a child or young person has been abused, harmed (including self-harm) or bullied, or may be risk of harm, abuse or bullying. (3.3)**



**Q10. Describe the actions to take in response to concerns that a colleague may be:  
(3.4)**

**a) Falling to comply with safeguarding procedures**

**b) Harming, abusing or bullying a child or young person**

**Q11. Describe the principles and young boundaries of confidentiality and when to share information. (3.5)**

**a) Describe the principles of confidentiality**

**b) Describe the boundaries of confidentiality**

**Unit 5: Use food and nutrition information to plan a healthy diet**

**Q1. Identify nutritional information which must be provided on food labels. (1.1)**

**Q2. Complete this chart to identify the guideline daily amounts of fat, sugar and salt in an adult diet. (1.2)**

<b>Daily reference intake</b>	<b>Average woman</b>
<b>Energy values</b>	<b>Kj Kcal</b>
<b>Total fat</b>	<b>g</b>
<b>(of which) saturates</b>	<b>g</b>
<b>Carbohydrates</b>	<b>g</b>
<b>(of which) sugars</b>	<b>g</b>
<b>Fibre</b>	<b>g</b>
<b>Protein</b>	<b>g</b>
<b>Salt</b>	<b>g</b>

**Q3. Use nutritional information from food labels to determine if foods are high. Low or neither in terms of fat, sugar and salt content. (1.3)**

<b>Food Item:</b>	
<b>Nutrition information In grams</b>	<b>Is the fat, sugar and salt content high, medium or low</b>
<b>Energy values</b>	
<b>Total fat</b>	
<b>(of which) saturates</b>	
<b>Carbohydrates</b>	
<b>(of which) sugars</b>	
<b>Fibre</b>	
<b>Protein</b>	
<b>Salt</b>	

**Q4. Use nutritional information from food labels to calculate the energy provided by fat, protein and carbohydrate in food. (1.4)**

**For the food item you used in Q3 refer to the Reference Intake information and identify:**

**a) the % RI per serving**

**b) the total calories**

**Fats      Carbohydrates      Proteins**

**The % RI per serving:**

**The total energy in KJ (kilojoules) and Kcal (calories) per serving:**

**Q5. Outline two or three ways in which food label claims and descriptions can be misleading. (1.5)**

**Q6. Write a short definition to explain the term food additive. (2.1)**

**Q7a. Describe the main groups of food activities. (2.2)**

**Q7b. Include the purpose of function of each group. (2.2)**

**Q8. Why should food additives be used? Explain the benefits of food additives. (2.3)**



**Q9. Give examples of legislation surrounding the use of food additives. (2.4)**

**Q10a. Record your own food and drink intake for one week. (3.1)**

**Monday food and drink intake:**

**Tuesday food and drink intake:**

<b>Wednesday food and drink intake:</b>
<b>Thursday food and drink intake:</b>
<b>Friday food and drink intake:</b>
<b>Saturday food and drink intake:</b>
<b>Sunday food and drink intake:</b>

**Q10b. Compare your food and drink intake against current healthy eating advice. (3.2)**

**Explain how your food and drink intake compares to healthy eating advice.**

**Include examples of:**

- **Where you have meet recommended guidelines**
- **Where you have too much or too little from the main food groups, especially fats, sugars and salt.**

**Day 1:**

**Day2:**

**Day 3:**

**Day 4:**

**Day 5:**

**Day 6:**

**Day 7:**

**Q10c. Outline steps you can take to make your diet more healthy. (3.3)**

**You might want to**

- **Make a suggestion for each day**
- **Look at the different food groups and make a suggestion about how to have the right amount for each group.**

**Remember to look closely at fats, sugar and salts in your diet.**

**Assessment Checklist**

Now you have completed this assessment booklet, please now complete the final checklist:

I have answered all of the assessment questions

I can confirm all the work in the assessment is my own

Name: \_\_\_\_\_

Signed: \_\_\_\_\_

**CONGRATULATIONS!**

You have now completed your Part C Assessment. Please make sure you have completed all questions fully and you have filled in the front cover page with your personal details.

You now need to submit your answers to be marked. Please follow the instructions as detailed in your induction.

Your tutor will mark your work and provide robust feedback. Should your paper be referred, you will be required to resubmit answers until you have passed.

Please contact our support team if you require any further advice or guidance.