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| **Assessment** |
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| You will need to complete an assessment for each module. When you have completed all the questions, email it to your learning provider.  The purpose of the assessment tasks is to provide evidence that you have met the requirements set out by the awarding body in order to pass the course. The information and activities in the learning materials will help you complete these assessment tasks. If you have any difficulty in answering any of the questions please contact your learning provider, who will provide you with help and guidance. |
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| Upon successful completion of this qualification, learners will be awarded the  **NCFE CACHE Level 2 Award in An Introduction to Neuroscience in Early Years**  (QRN: 603/5216/4). This CACHE branded qualification is certified by the Awarding Organisation, NCFE. |
| **Good luck with your studies!** |

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| **Assessment** | | | | |
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| **After completing your assessment, please email it to your learning provider.** | | | | | |
| **ADVICE TO ALL CANDIDATES**   * Please complete both the personal details and candidate statement boxes below. * Complete all the questions in this assessment. * **Please ensure that the answers you provide are in your own words.** * Type your answers in the space provided. * You do not need to return your completed activities for the units – just this document. * Please note that for the purposes of assessing your work, we will assume your typed name is a valid alternative to your signature. * If you require any assistance or guidance, please contact your learning provider. * Save a copy of your work before you return it to your learning provider. | | | | | |
| **PERSONAL DETAILS** | | | | | |
| Name |  | | | | |
| Contact address |  | | | | |
| Postcode |  | | | | |
| Telephone no. |  | Evening |  | Day | |
| Email |  | Home |  | Work | |
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| **CANDIDATE STATEMENT**  I confirm that the answers in this assessment were completed by myself and are my own work.  Signature (type name):    Date: | | | | | |

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| **USEFUL TIPS**  To help you understand what is required when you answer these assessments, below is a summary of the words that might appear in the questions. Alongside each verb there is guidance on how you should answer the question. Please read the questions and question types carefully before starting to write your answers. | |
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| **Question type** | **Explanation** |
| Define | State the precise meaning of a word or phrase. |
| Describe | Write about the subject giving detailed information. |
| Explain | Provide details about the subject with reasons showing how or why. Some responses could include examples. |
| Give examples | Provide some (or the requested number of) examples with a brief explanation where possible. |
| Identify | List or name the main points with a brief explanation. |
| List | Make a list of key words, sentences or comments that focus on the subject. |
| Outline | Explain or summarise the main features or points. |
| State | Give the main points clearly in sentences. |

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| Assessment 1.1: The neuroscience of early brain development |
| (The reference in brackets at the end of each task refers to the assessment criteria for the learning outcomes of this qualification and is for your assessor’s use.) |
| 1. Define neuroscience (1.1) |
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| 2. Explain how the baby’s brain develops and grows during pregnancy. (1.2) |
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| 3. Explain the process of early brain development from birth to seven years. (1.3) |
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| Assessment 1.2: The amazing work of neurons and synapses | |
| 4. Identify the three main parts of a neuron. (2.1) | |
| a) |  |
| b) |  |
| c) |  |
| 5. Describe the functions of a neuron. (2.2) | |
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| 6. a) Define the term synaptogenesis. (3.1) | |
|  | |
| b) Explain the process of synaptogenesis. (3.2) | |
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| 7. Explain the factors that influence the process of synaptogenesis. (3.2) | |
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| 8. Describe what is meant by synaptic pruning within sensitive periods of brain development. (3.3) | |
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| Assessment 1.3: The developing social brain |
| 9. Explain how the social brain develops through the mirror neuron system. (4.1) |
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| 10. Explain the impact of relationships on the developing social brain. (4.2) |
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| Assessment 2.1: The role of the limbic system |
| 11. Explain what the limbic system is. (1.1) |
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| 12. Define the stress response system. (5.1) |
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| Assessment 2.2: Self-regulation |
| 13. Describe what the term ‘self-regulation’ means. (2.1) |
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| 14. Define the five domains of self-regulation. (2.2, 2.3) |
| a) Domain: |
| Definition: |
| b) Domain: |
| Definition: |
| c) Domain: |
| Definition: |
| 14. *Continued* |
| d) Domain: |
| Definition: |
| e) Domain: |
| Definition: |
| 15. Define the stressors that relate to the five domains of self-regulation. (2.3) |
| a) Domain: |
| Stressors: |
| b) Domain: |
| Stressors: |
| 15. *Continued* |
| c) Domain: |
| Stressors: |
| d) Domain: |
| Stressors: |
| e) Domain: |
| Stressors: |

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| 16. a) Outline your understanding of the term ‘special educational needs and disabilities’ (SEND). (3.1) |
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| 16. b) Give two examples of how stressors can influence the ability of some children with SEND to self-regulate. (3.1) | |
| i) |  |
| ii) |  |

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| Assessment 2.3: The role of co-regulation |
| 17. Define the term ‘co-regulation’. (4.1) |
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| 18. Explain the role of co-regulation in nurturing children to achieve  self-regulation. (4.2) |
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| Assessment 2.4: How stress and adverse childhood experiences can impact on children |
| 19. Identify the three types of stress and the impact on the child from birth to seven years. (5.2) |
| a) Type of stress: |
| Potential impact on the child: |
| b) Type of stress: |
| Potential impact on the child: |

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| 19. *Continued* |
| c) Type of stress: |
| Potential impact on the child: |

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| 20. Describe the ten adverse childhood experiences that a child may be subjected to. (6.1) | |
| a) |  |
| b) |  |
| c) |  |
| d) |  |
| e) |  |
| 20. *Continued* | |
| f) |  |
| g) |  |
| h) |  |
| i) |  |
| j) |  |
| 21. Explain how these adverse childhood experiences influence long-term well-being and development. (6.2) | |
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| Assessment 2.5: Different approaches to behaviour management |
| 22. Compare ‘behaviourist’ and ‘relational’ approaches to behaviour management, in terms of understanding children’s behaviour, and nurturing positive behaviour. (7.1) |
| Behaviourist approaches: |
| Relational approaches: |
| 23. Describe what ‘emotion coaching’ means. (7.2) |
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| 24. Explain how emotion coaching can support practice in an early years setting. (7.3) |
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| **Well done!**  You have now completed the questions for this course. Please email it to your learning provider. They will provide you with feedback on the assessment. If you need any further help or guidance, please contact your learning provider.  Don’t forget to complete the ‘Personal details’ and ‘Candidate statement’ boxes on the front page of this assessment. You should also remember to save a copy of your work before emailing it. |