

# Level 2 Examiners' Report

Children's Care, Play, Learning and Development:  
Practice and Theory

Level 2

January 2025

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## Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.<sup>1</sup>

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

## Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	<a href="https://www.wjec.co.uk/home/professional-learning/">https://www.wjec.co.uk/home/professional-learning/</a>
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	<a href="#">Portal by WJEC</a> or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level.  For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: <a href="#">Results, Grade Boundaries and PRS (wjec.co.uk)</a>

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<sup>1</sup> Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	<a href="#">Portal by WJEC</a>
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	<a href="https://resources.wjec.co.uk/">https://resources.wjec.co.uk/</a>
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	<a href="#">Portal by WJEC</a> or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	<a href="#">Become an Examiner   WJEC</a>

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## Executive Summary

### Overview of the Unit

The content of this paper presented a range of question types covering the content of Unit 216 as set out in the specification. Questions were in line with previous series and comparable in style to past papers. A range of familiar command verbs were used throughout each section. Question types included tick boxes and short answer questions alongside more challenging requirements such as the need to describe or analyse. Some learners found the later example more difficult although a range of attempts were made.

Some good evidence was presented for the following Learning Outcomes:

- LO 1(1.4/1.5/1.6) Knowledge of aspects of development (Q1a/1b/1d)
- LO2 (2.2) Understanding a range of factors when planning activities (Q 3)
- LO2 (2.3) Knowledge and understanding of childcare settings (Q 4b)
- LO3 (3.1) Impact of current government initiatives (Q 6)
- LO4 (4.1) Understanding financial support available to promote inclusion. (Q 8)
- LO4 (4.2) Understanding the role of key stakeholders (Q 9b)

Some candidates experienced some difficulty with the following areas of the specification:

Question 1 (c)

Question 2 (a and b)

Question 4 (c)

Question 5 (a and b)

Question 7 (a)

Areas for improvement could include:

- LO1 Learners need to know and stages and general patterns of all aspects of development.
- LO2 (2.1) Learners need to gain knowledge and understanding of the full range of resources and environments and how they assist holistic development.
- LO2 (2.3) Learners need knowledge and understanding of current programmes such as Flying Start.
- LO3 (3.1) Learners need knowledge of the types of policies and procedures as outlined in the specification.
- LO4 (4.2) Learners need to know and understand the roles of key stakeholders as listed in the specification.

Areas for improvement	Classroom resources	Brief description of resource
<p>LO1 (1.1 /1.2/1.3/1.4/1.5/1.6) Learners need knowledge and understanding of stages and general patterns of development</p>	<p><a href="http://healthandcarelearning.wales">Unit 216 - Understanding Children's Care, Play, Learning and Development (healthandcarelearning.wales)</a></p>	<p>This resource will allow learners to gain knowledge on all stages and general patterns of each aspect of development.</p>
<p>LO2 (2.1/2.3) Learners need to gain knowledge of how learning environments can assist and support children's health, wellbeing, development and needs from 0 to 19 years. Also understanding of the principles of current programmes and initiatives</p>	<p><a href="http://healthandcarelearning.wales">Unit 216 - Understanding Children's Care, Play, Learning and Development (healthandcarelearning.wales)</a></p>	<p>This resource will allow learners to gain knowledge on how environments and resources can assist holistic development and how current initiatives impact on improving the health and well being of children in Wales.</p>
<p>LO4 (4.2) Learners need the knowledge of specific job roles within the multi-agency team.</p>	<p><a href="http://healthandcarelearning.wales">Unit 216 - Understanding Children's Care, Play, Learning and Development (healthandcarelearning.wales)</a></p>	<p>This resource will allow learners to gain knowledge and understanding on the role and value of the social care, education and health services available in Wales to support with children's care, health, well-being and development needs.</p>
<p>LO3 (3.1) Candidates need knowledge of the range of policies and procedures as outlined in the specification.</p>	<p><a href="http://healthandcarelearning.wales">Unit 216 - Understanding Children's Care, Play, Learning and Development (healthandcarelearning.wales)</a></p>	<p>This resource will allow learners to gain knowledge and understanding of the type of policies and procedures that are needed in settings to ensure legislation and regulations are addressed</p>

# CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT: PRACTICE AND THEORY

Level 2

January 2025

## UNIT 216 UNDERSTANDING CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT

### Comments on individual questions/sections

#### Question 1(a b c d) LO1 (1.6/1.4/1.1/1.5)

There were 4 components to this question where a range of command verbs allowed higher level learners to gain extra marks. This range also provided the lower-level learners with the opportunity to gain valuable marks towards the overall result. The photograph at question (1a) gave extra support to learners and many learners were able to gain some marks. Some learners also made good use of the photograph to support responses to part b where they developed an explanation across a range of bands with some gaining full 4 marks. Part (c) seemed problematic for many learners who were unable to show understanding of physical milestones. Attainable marks for 3 basic responses were lost where learners referred to skills or inappropriate broad milestones. The final section required a more in-depth discussion worth 6 marks. Some learners clearly understood the command verb and used this appropriately. Other responses were basic and did not show clear understanding of the verb or the content of the question. Some learners presented good examples of physical play however they did not show a link to social development as the question required, this type of response was marked accordingly with examiners applying positive marking.

#### Question 2 (a b) LO2 (2.1)

A 2-part question requiring learners to, firstly, explain how the community supports holistic development and secondly, identify 3 members of the community. Learners showed a varied degree of understanding, and a range of marks were awarded. Some response seemed to indicate understanding of what was required others focussed on the environment in general, these responses were awarded lower band marks, however all attempts were acknowledged by examiners following discussion at conference.

#### Question 3 LO2 (2.2)

A standalone question worth 4 marks. Again, extensive discussion at examiner conference allowed marks to be awarded across a range of responses. Marks were awarded across all bands, and most showed a degree of understanding which they were able to summarise appropriately. Some marks were lost where learners offered a list as opposed to a summary.

#### Question 4 (a b c) (LO2) (2.3)

The 3 sections of this question required learners to show an understanding of the range of settings available to children and families in Wales. Many learners were able to gain the 1 mark available in part (a) which required them to identify a type of childcare setting available to families. A few learners identified youth clubs or sports club which was not appropriate. Parent and toddler group was added to the mark scheme at conference allowing more learners to gain this mark. Many good summaries were presented at part (b) of the question where learners were able to summarise how out of school care may meet the needs of children and families. Some learners gave a limited response and only referred to parents being able to work, this limited marks awarded. Knowledge and understanding of The Flying Start initiative is still proving difficult for some learners and this was evident at part (c) of this question.

Some responses were clearly indicating no knowledge of Flying Start and information was often incorrect. Only some learners were able to develop a response to gain the full 3 marks available.

#### **Question 5 (a b) (LO3) (3.1)**

A minority of candidates indicated clear knowledge and understanding at this question with most gaining marks in the lower bands. Some were able to refer to the behaviour management policy to a varying degree whereas others referred to incorrect policies such as safeguarding. The use of the verb, recommend, was utilised effectively by many, others reverted to a list approach which cost them marks. Part (b) also saw a varying degree of understanding. Some candidates took a practical approach which supported their knowledge and marks were awarded.

#### **Question 6 (LO3) (3.1)**

The introduction of Welsh language and culture is now recognised as important within the New Curriculum for Wales and is embedded as such into all settings in Wales. It would appear from responses that many learners are experiencing this in their settings. However, there seem to remain some learners who have limited knowledge and understanding of the value of the use of the Welsh language in settings and responses were basic. It was concerning to see learners refer to Welsh as a dying language with little understanding of its value.

#### **Question 7 (a b) (LO4) (4.1)**

A 2-part question based on the education services provided by the local authority. Firstly, learners were required to describe the role of the educational psychologist. A range of marks were awarded with most learners showing some degree of knowledge of this role. Some learners appeared to be confusing this role with that of the safeguarding officer, so marks were lost. There was also some confusion at part (b) with some learners identifying members of the health care team as opposed to those in education. Marks were not awarded for a nurse for example, however, positive marking was applied allowing examiners to give a mark where learners had stipulated a School Nurse.

#### **Question 8 (LO4) (4.1)**

This question was answered well by most candidates. Those who broke down their answers, referring to actual examples of financial support showed better understanding and gained higher marks where relevant. Some learners identified support such as Free school meals but were unable to develop an explanation in relation to inclusion, marks were awarded from lower bands.

#### **Question 9 (a b) (LO4) (4.2)**

2 marks were available for naming 2 members of the multi-disciplinary team. Most learners gained these easily obtainable 2 marks to give their overall result a boost. However, some learners missed the information in the rider stating that Jane worked in an early years setting and gave irrelevant responses such as youth workers. Part b of this question required the development of an analysis. Most learners found this difficult and, although showed good understanding of a range of stakeholders, analysis was limited, marks were awarded from a range of bands. There were 2 approaches to this question, some learners chose to respond with a range of stakeholders, separately analysing how they might support children and families. The second approach found learners offering a more general analysis of the team as a whole. Both responses were accepted and marked according to Mark scheme guidance.



## Summary of Key Points

- Centres are reminded of the importance of information contained in riders. This information is there to support candidates and is always relevant to the question. Learners should be encouraged to consider this when responding to questions.
- The overview identifies some gaps in knowledge and could be used to prepare for future exams. Centres should also consider avoiding entry of learners before completion of teaching content. Some learners presented very good responses to some questions then left complete blanks in other areas. This could indicate limited knowledge due to early entry.
- Key legislation and/or current government initiatives continue to cause a problem for some candidates. This could be considered during exam revision where candidates may benefit from linking initiatives or programmes to practice. The Principle examiner acknowledges that certain legislation sections are being removed from the specification, centres are reminded that Government initiatives/programme, such as Flying Start/Welsh language will remain under learning outcome 2.
- Centres are encouraged to read individual question feedback. This may support future candidates.
- Centres are reminded that learners have the opportunity to submit work in either Welsh OR English. As not all examiners are able to mark in both languages please advise learners to choose 1 language only. This will ensure fairness of marking.

## Supporting you

### Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 029 2240 4264

Email: [CCPLD@WJEC.co.uk](mailto:CCPLD@WJEC.co.uk)

Qualification webpage: [Level 3 Children's Care, Play, Learning and Development: Practice and Theory \(For First Award 2025\) \(healthandcarelearning.wales\)](https://www.wjec.co.uk/home/level-3-childrens-care-play-learning-and-development-practice-and-theory-for-first-award-2025)

See other useful contacts here: [Contact us | Health and Care Learning Wales](#)

### CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: [Upcoming Training and Events | Health and Care Learning Wales](https://www.wjec.co.uk/home/professional-learning/) <https://www.wjec.co.uk/home/professional-learning/>

### WJEC Qualifications

As Wales' largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

With more than 70 years' experience, we are also amongst the leading providers in both England and Northern Ireland.



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