

WJEC Level 2

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

Approved by Qualifications Wales

This qualification forms part of the new suite of Health and Social Care, and Childcare qualifications in Wales provided by City & Guilds/WJEC.

This Qualifications Wales regulated qualification is not available to centres in England.

Sample Assessment Materials

Unit 216



Contents

Question paper	1
Mark scheme	13
Mapping grid	31

SAMPLE

Surname
First name(s)

Centre number

Candidate number
0



Level 2

Subject code

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

Unit 216

1 hour 15 minutes

SAMPLE ASSESSMENT MATERIALS

Instructions to candidates

Use black ink or black ball-point pen. Do **not** use gel pen or correction fluid.

You may use a pencil for graphs and diagrams only.

Write your name, centre number and candidate number in the spaces provided at the top of this page.

Answer **all** questions.

For examiner's use only		
Question	Maximum mark	Mark awarded
1.	8	
2.	6	
3.	10	
4.	8	
5.	7	
6.	5	
7.	9	
8.	4	
9.	13	
Total	70	

Write your answers in the spaces in this booklet. If you need more space, use the additional page(s) at the back of this booklet. Number the question(s) correctly.

Information for candidates

Section A questions relate to the case study.

The number of marks is given in brackets at the end of each question or part-question.

The total number of marks available is **70 marks**.

You should think carefully about how you use your time.

Your responses must be clear, accurate and well presented.

Case study

Rhys is 2 years 11 months old and lives at home, in a rural area of Wales, with his mother, stepfather and 7-year-old sister. His mother works 3 days a week and Rhys attends a local Flying Start setting whilst she is at work.

Rhys has become attached to his keyworker in the setting where he is encouraged to make friends. Although he settles quickly, Rhys sometimes cries when his mother leaves. Staff provide a range of activities to support Rhys's holistic development including a role play area.

During the week the children's stepfather works as a lorry driver and only returns home at weekends. There is no extended family living nearby and the children travel to the city every other weekend to see their father.

Rhys enjoys playing outdoors in the garden on his balance bike and watching videos on his iPad with his sister.

SECTION A
Answer **all** questions.

1. (a) Describe Rhys's expected pattern/milestones of intellectual (cognitive) development.

[6]

Examiner
only

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (b) Identify which of the 2 activities Rhys enjoys is most likely to support his intellectual (cognitive) development?

[1]

.....

.....

- (c) The table below identifies general patterns of physical, intellectual (cognitive) and language development in children.

[1]

Identify **one** pattern of intellectual (cognitive) development by placing a tick (✓) in the correct box.

General patterns of development	Tick (✓)
bilingualism	
hearing	
reasoning	

2. Discuss how staff in the flying start setting can promote Rhys's social development.

[6] Examiner only

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

3. (a) Outline how Rhys's key worker can support him when his mother leaves.

[4]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (b) Analyse how a secure attachment with their father and stepfather will support the development of self- esteem, independence, and social skills for Rhys and his sister.

[6] Examiner only

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

SAMPLE

4. (a) Describe the general pattern/milestones of speech and language development expected for Rhys's sister.

[5] Examiner only

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (b) Summarise the main points of the pre linguistic stage of language development

[3]

.....

.....

.....

.....

.....

.....

5. (a) Explain how the role play area can promote Rhys's holistic development.

[6] Examiner only

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(b) Name 1 other activity staff might provide to support Rhys's holistic development

[1]

.....

.....

6. Consider the positive and negative impact of the use of the iPad on Rhys's health, well-being, and development.

[5] Examiner only

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

SAMPLE

SECTION B
Answer **all** questions

7. (a) Early years settings in Wales support a bilingual environment through the curriculum.

[6] Examiner only

Discuss how a bilingual environment supports holistic development.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (b) State **three** resources **or** learning tools which could be provided to support children’s bilingual development.

[3]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

8. Outline a range of factors staff would need to consider when planning activities for all children.

[4] Examiner only

.....

.....

.....

.....

.....

.....

.....

.....

.....

9. (a) Explain the benefit of attending a Flying Start setting for children in Wales.

[6]

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

- (b) Summarise the influence that the Steiner approach to education may have on a child's development.

[4] Examiner only

.....

.....

.....

.....

.....

.....

.....

.....

- (c) Identify 3 types of childcare setting that might be available to children and their families/carers in Wales.

[3]

.....

.....

.....

.....

.....

.....

END OF QUESTIONS

MARK SCHEME

Guidance for examiners

Generic marking principles

- Marks awarded are always whole marks (not half marks, or other fractions).
- Answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.
- Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
- Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Positive marking

It should be remembered that candidates are writing under examination conditions and credit should be given for what the candidate writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

For questions that are objective or points-based, the mark scheme should be applied precisely. Marks should be awarded as indicated and no further subdivision made.

Mark schemes often list points which may be included in candidates' answers. The list is not exhaustive. The inclusion of '*Credit any other valid response.*' (or similar instruction) within mark schemes allows for the possible variation in candidates' responses. Credit should be given according to the accuracy and relevance of candidates' answers.

Appropriate terminology is reflected in exemplar responses in mark schemes. However, unless there is a specific requirement within a question, candidates may be awarded marks where the answer is accurate but expressed in their own words.

Banded mark schemes

For band marked questions mark schemes are in two parts; the indicative content and the assessment grid.

The indicative content suggests the range of points and issues which may be included in candidates' answers. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

However, to reach the highest level of the mark scheme a candidate must meet the requirements of the highest mark band. Where a response is not creditworthy, that is, it contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

In Level 2 Children’s Care, Play, Learning and Development: Practice and Theory, each question will address one or more Learning Outcomes.

The marking of banded mark questions should always be positive. This means that, for each candidate’s response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.

Examiners should first read and annotate the candidate’s answer to pick out the evidence that is being assessed in that question. The mark scheme can then be applied. This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, examiners should look at the candidate’s answer and check whether it matches the descriptors for that band. If the descriptors at the lowest band are satisfied, examiners should move up to the next band and repeat this process for each band until the descriptors match the answer.

If an answer covers different aspects of different bands within the mark scheme, a ‘best fit’ approach should be adopted to decide on the band and then the candidate’s response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark candidates down as a result of small omissions in minor areas of an answer.

Stage 2 – Deciding on the mark

During standardising (the marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a candidate’s response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Question	Answer	Total Mark
1.	<p>(a) Describe Rhys's expected pattern/milestones of intellectual (cognitive) development.</p> <p>Award up to 6 marks. Award 0 marks where response is not creditworthy.</p> <p>Award 1-2 marks for a basic description which shows some knowledge and understanding of Rhys's expected pattern/milestones of intellectual (cognitive) development.</p> <p>Award 3-4 marks for a good description which shows good knowledge and understanding of Rhys's expected pattern/milestones of intellectual (cognitive) development.</p> <p>Award 5-6 marks for a very good description which shows detailed knowledge and understanding of Rhys's expected pattern/milestones of intellectual (cognitive) development.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • Improved memory skills • Shows an understanding of concepts • Recognises and names colours • Draw simple drawings • Understands cause and effect e.g. something might break if dropped • Talks about absent objects • Holds basic conversations • Participates in pretend play • May direct play by talking to oneself • Understands simple, noncompetitive games • Uses 'pretend' writing • Shows an understanding of rules • Can understand you, me, and I • Understands counting and may know some numbers • Follows instructions • Understands direction • Recalls or retells parts of familiar stories • Starts to understand time <p>Some learners may refer to Piaget and this should be awarded accordingly.</p> <p>This list is not exhaustive. Credit any other relevant response.</p>	6

(b)	Identify which of the 2 activities Rhys enjoys is most likely to support his intellectual (cognitive) development?									
	Award 0 marks where response is not creditworthy. Award 1 mark for the following response: <ul style="list-style-type: none"> • Watching videos on his ipad with his sister 	1								
(c)	The table below identifies general patterns of physical, intellectual (cognitive) and language development in children. Identify one pattern of intellectual (cognitive) development by placing a tick (✓) in the correct box.									
	Award 1 mark for the correct answer below <table border="1" data-bbox="312 674 1002 900"> <thead> <tr> <th data-bbox="312 674 868 725">General patterns of development</th> <th data-bbox="868 674 1002 725">Tick (✓)</th> </tr> </thead> <tbody> <tr> <td data-bbox="312 725 868 779">bilingualism</td> <td data-bbox="868 725 1002 779"></td> </tr> <tr> <td data-bbox="312 779 868 833">hearing</td> <td data-bbox="868 779 1002 833"></td> </tr> <tr> <td data-bbox="312 833 868 900">reasoning</td> <td data-bbox="868 833 1002 900" style="text-align: center;">✓</td> </tr> </tbody> </table>	General patterns of development	Tick (✓)	bilingualism		hearing		reasoning	✓	1
General patterns of development	Tick (✓)									
bilingualism										
hearing										
reasoning	✓									

Question	Answer	Total Mark
2.	<p>Discuss how staff in the flying start setting can promote Rhys's social development.</p> <p>Award up to 6 marks.</p> <p>Award 0 marks where response is not creditworthy.</p> <p>Award 1-2 marks for a basic discussion showing limited knowledge and understanding of how staff in the flying start setting can promote Rhys's social development.</p> <p>Award 3-4 marks for a good discussion showing some knowledge and understanding of how staff in the flying start setting can promote Rhys's social development.</p> <p>Award 5-6 marks for a very good discussion showing sound knowledge and understanding of how staff in the flying start setting can promote Rhys's social development.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • Building positive relationships will support a positive atmosphere which will provide a good learning environment for Rhys to develop friendship groups. • Where Rhys sees good communication between staff and families/carers they will be reassured emotionally, and separation anxiety could be limited allowing them to play in a happy environment. • Meeting Rhys's needs through experiences will support his self- help skills allowing him to integrate within the group. • Building a secure attachment with a key worker will allow Rhys to feel settled and ready for learning experiences with friends in a social environment. • Enabling environments will encourage Rhys in developing friendships which will support social development. • They will be more receptive to new challenges when there are familiar with routines and therefore more comfortable to take part in group games. • Visiting new surroundings will give opportunity for Rhys to talk about experiences which will support language skills which enables social mixing. • When staff initiate activities to support the Rhys's preferences, he will develop independence and be better able to cope moving forward to initiate play. • Suitable creative activities will provide him with an alternative method of communication with friends. • Role play will support expression and develop language skills as well as physical skills for games in the outdoors. • Enjoying stories and rhymes based on experiences will offer a fun way of developing language and new vocabulary. • Planning and getting to know him will mean staff can reassure both the child and family/carer which will support his well-being. <p>This list is not exhaustive. Credit any other relevant response.</p>	6

Question	Answer	Total Mark
3.	<p>(a) Outline how Rhys's key worker can support him when his mother leaves.</p> <p>Award 0 marks where response is not creditworthy</p> <p>Award 1 mark for a basic outline showing limited knowledge and understanding of how Rhys's key worker can support him when his mother leaves.</p> <p>Award 2-3 marks for a good outline showing some knowledge and understanding of how Rhys's key worker can support him when his mother leaves.</p> <p>Award 4 marks for a very good outline showing sound knowledge and understanding of a range of how Rhys's key worker can support him when his mother leaves</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • Develop a routine and ensure Rhys becomes familiar with it • Build good relationships with parents/carers • Speak with respect to each other and family members • Strengthen new attachments • Respond to emotional outbursts appropriately • Create enabling environments for Rhys to explore • Provide familiar experiences and resources • Develop a sense of security and belonging • Organise visits for Rhys and the family • Encourage the family to talk at home about the activities in the setting • Help Rhys develop friendship groups by providing social activities • Encourage circle time where Rhys can share information • Make sure staff are aware of Rhys's likes and dislikes • Share experiences through songs and rhymes and stories • Provide welcome packs explaining the procedures of the group • Encourage role play experiences • Support development of self-help skills <p>This list is not exhaustive. Credit any other relevant response.</p>	4

	<p>(b) Analyse how a secure attachment with their father and stepfather will support the development of self- esteem, independence, and social skills for Rhys and his sister.</p>	
	<p>Award 0 marks where response is not creditworthy</p> <p>Award 1-2 marks for a basic analysis which shows limited knowledge and understanding of how a secure attachment with their father and stepfather will support the development of self- esteem, independence, and social skills for Rhys and his sister.</p> <p>Award 3-4 marks for a good analysis which shows some knowledge and understanding of how a secure attachment with their father and stepfather will support the development of self- esteem, independence, and social skills for Rhys and his sister.</p> <p>Award 5-6 marks for a very good analysis which shows sound knowledge and understanding of how a secure attachment with their father and stepfather will support the development of self- esteem, independence, and social skills for Rhys and his sister.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • a secure attachment helps children deal with stress which supports well-being and happiness • a secure attachment supports children when faced with challenges and encourages feelings of success and happiness • a secure attachment supports good mental health into adult hood • children who have a secure attachment can deal with life’s pressures and develop independence skills for living • securely attached children are confident when facing challenges • securely attached children relate well to others which supports friendships and relationships in later life • children who are securely attached are better able to problem solve therefore not over worry where problems arise • a secure attachment encourages children to be confident. Confident children are not afraid to ask questions, this will support their well-being. • securely attached children are more likely to express their feelings which will support development of self esteem • securely attached children may demonstrate an interest in academic work as opposed to the child who may lack interest in school • a secure attachment supports a child’s assertiveness which promotes confidence • children who are securely attached are often empathetic to others, this also supports development of responsibility and trust <p>This list is not exhaustive. Credit any other relevant response</p>	<p>6</p>

Question	Answer	Total Mark
4.	<p>(a) Describe the general pattern/milestones of speech and language development expected for Rhys's sister.</p> <p>Award up to 5 marks</p> <p>Award 0 marks where response is not creditworthy</p> <p>Award 1-2 marks for a basic description showing limited knowledge and understanding of the general pattern/milestones of speech and language development expected for Rhys's sister.</p> <p>Award 3-4 marks for a good description showing some knowledge and understanding of the general pattern/milestones of speech and language development expected for Rhys's sister.</p> <p>Award 5 marks for a very good description showing sound knowledge and understanding of the general pattern/milestones of speech and language development expected for Rhys's sister.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • Will be aware that if they do not understand they need to ask for clarification. • Will understand complex 2-3 part instruction e.g. choose a friend from school, think about how they make you feel, write down your thoughts in your books. • Can name items, objects, animals by s description of their size, shape and function. • Will use newly learnt words in an appropriate manner. • Will have clear speech with no speech sound errors unless it is a regional dialect or accent e.g. pronouncing the /th/ in brother as /v/. • Will be able to split word up into sounds to help spell or read them. • Can count the amount syllables in a word. • Will ask lots of how and why questions. • Will tell a story by setting the scene, following a storyline in the correct sequence order. • Can sequence an event of their own experience in order. • Will be aware of what the listener already knows, will continue to check in to make sure while telling event / story. • Can predict what will happen in a story accurately. • Will take turns, respond and listen in two way or group conversation. • Will use language they have heard being used by peers, will start to become aware of peer / slang language e.g. cool, whatever, in your face. • Is aware that different language styles need to be used with different people. • May exaggerate aspects of stories or events to make them more exciting. • Will talk about topics not directly linked to them or of interest to them in conversations. <p>This list is not exhaustive. Credit any other relevant response.</p>	5

	<p>(b) Summarise the main points of the pre linguistic stage of language development.</p> <p>Award up to 3 marks</p> <p>Award 0 marks where response is not creditworthy.</p> <p>Award 1 mark for a basic summary showing limited knowledge and understanding of the main points of the pre linguistic stage of language development.</p> <p>Award 2 marks for a good summary showing some knowledge and understanding of the main points of the pre linguistic stage of language development.</p> <p>Award 3 marks for a very good summary showing sound knowledge and understanding of the main points of the pre linguistic stage of language development.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • The pre linguistic stage is between birth and 6 months • The baby begins to focus on sounds around them • The baby will become aware of voices and spoken word • The baby may respond to sound by turning their head • The baby will recognise care givers voices • The baby may respond to facial expressions • Vocal play of cooing will begin • Simple communication will begin e.g. something will happen if I cry, if I make a sound someone will respond • The baby will explore using a range of sounds e.g louder and quieter <p>This list is not exhaustive. Credit any other relevant response.</p>	3
--	--	---

Question	Answer	Total Mark
5.	<p>(a) Explain how the role play area can promote Rhys's holistic development.</p> <p>Award 0 marks where response is not creditworthy</p> <p>Award 1-2 marks for a basic explanation showing limited knowledge and understanding of how the role play area can promote Rhys's holistic development.</p> <p>Award 3-4 marks for a good explanation showing some knowledge and understanding of how the role play area can promote Rhys's holistic development.</p> <p>Award 5-6 marks for a very good explanation showing sound knowledge and understanding of how the role play area can promote Rhys's holistic development.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • supports development and sharing of ideas • enables expression of ideas which supports communication • offers opportunity for problem solving and development of reasoning skills • encourages children to work practically and discover what works • develops new vocabulary supporting discussion and opportunity for thinking • children learn about themselves and the world around themselves and the world around them • supports exploration of frightening or worrying experiences • children learn to negotiate and consider others' perspectives • transfer knowledge from one situation to another • enables children to read social cues • enables recognition and regulation of emotions, • children will be able to negotiate and take turns • allows children to develop imagination and creativity • encourages working together and co-operation • movement around the area will develop physical skills • children will share ideas and plan events <p>This list is not exhaustive Credit any other relevant response</p>	6
	<p>(b) Name 1 other activity staff might provide to support Rhys's holistic development.</p> <p>Award 1 mark for any correct response. Learners may present a wide range of activities. Examiners will consider each answer. Answers will need to be appropriate to Rhys's age.</p>	1

Question	Answer	Total Mark
6.	<p>Consider the positive and negative impact of the use of the iPad on Rhys’s health, well-being, and development.</p> <p>Award up to 5 marks</p> <p>Award 0 marks where response is not creditworthy.</p> <p>Award 1-2 for a basic explanation showing limited knowledge and understanding of the positive and negative impact of the use of technology on children’s health, well-being, and development.</p> <p>Award 3-4 marks for a good explanation showing some knowledge and understanding of the positive and negative impact of the use of technology on children’s health, well-being, and development.</p> <p>Award 5 marks for a very good explanation showing sound knowledge and understanding of the positive and negative impact of the use of technology on children’s health, well-being, and development.</p> <p>Response may refer to:</p> <p>Positive impact:</p> <ul style="list-style-type: none"> • Technology provides children with easy access to information • Technology can boost children’s creativity • Technology can support children’s social skills, where they might find socialising difficult • Technology allows children to connect with their family, friends, and others in ways that enrich their relationships • The use of video chat and other real-time interactions can support language development. • Use of technology can serve as a strategy for self-control. • Technology can encourage a broader understanding of the wider world • Technology supports children to become independent learners • Technology encourages children to build virtual bonds which can be particularly useful for children with additional needs • Technology enables children and families to meet other friends and family members who may live further away • Early introduction to technology can support further development of future experiences e.g. within employment • Using technology can support hand eye co-ordination and the development of fine motor skills • Some technology programmes can support development of second language development • Technology can support an understanding of culture • Technology can be useful as a tool to develop the concept of time where limits are applied • The use of technology to complete class tasks might improve academic results 	5

<p>Negative impact:</p> <ul style="list-style-type: none">• Use of internet/social media has been known to contribute to low self-esteem.• Overuse of technology may cause overload of senses• Technology may limit physical bonding• Some children may choose technology over physical/outdoor activities• The level of use of technology may contribute to behaviour difficulties• The development of a sedentary lifestyle may contribute to obesity• Overuse of technology can contribute to attention issues/aggressive behaviour or sleep problems• Use of technology can result in exposure to harmful content or sexual exploitation• The use of social media can cause episodes of anxiety which may contribute to poor mental health• Technology may encourage children to access games etc. in place of completing academic work resulting in poor attainment <p>This list is not exhaustive. Credit any other relevant response.</p>	
--	--

SAMPLE

Question	Answer	Total Mark
7.	<p>(a) Early years settings in Wales support a bilingual environment through the curriculum.</p> <p>Discuss how a bilingual environment supports holistic development.</p> <p>Award up to 6 marks</p> <p>Award 0 marks where response is not creditworthy</p> <p>Award 1-2 marks for a basic discussion showing limited knowledge and understanding of how a bilingual environment supports holistic development.</p> <p>Award 3-4 marks for a good discussion showing some knowledge and understanding of how a bilingual environment supports holistic development.</p> <p>Award 5-6 marks for a very good discussion showing sound knowledge and understanding of how a bilingual environment supports holistic development.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • bilingual children often find it easier to solve word problems • bilingualism can support thinking and memory skills and an understanding of logic • being bilingual can encourage further language learning as a third language becomes more easily acquired • supports learning processes into adult hood and throughout life • switching language develops a flexible approach to thinking skills • supports better brain function and delays degenerative conditions such as dementia • develops family and community relationships • helps develop an understanding of other languages and cultures • enables development of a range of friendship groups • creates an understanding of equality and diversity • provides improved communication experiences enabling better relationship building • Allows access to an extended range of social activities • offers outdoor opportunities that may not otherwise be accessible • allows children to attend a range of physical activities with different peer groups • outdoor/physical activities can be planned within a bilingual curriculum which will support a healthy lifestyle • choice of language can support opportunities for enjoyment and fun whilst enhancing opportunities for physical development <p>This list is not exhaustive. Credit any other relevant response.</p>	6

	<p>(b) State three resources or learning tools which could be provided to support children's bilingual development.</p>	
	<p>Award 0 marks where response is not creditworthy</p> <p>Award 1 mark for each relevant response to a maximum of 3 marks</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • books • pictures • displays • stories • songs • rhymes • digital toys/apps • interactive toys • telephones • naming games e.g. I spy • word games <p>This list is not exhaustive. Credit any other relevant response.</p>	<p>3</p>

Question	Answer	Total Mark
8.	<p data-bbox="233 288 1466 327">Outline a range of factors staff would need to consider when planning activities for all children.</p> <p data-bbox="233 349 911 387">Award 0 marks where response is not creditworthy</p> <p data-bbox="233 416 1342 488">Award 1 mark for a basic outline showing limited knowledge and understanding of a range of factors staff would need to consider when planning activities for all children.</p> <p data-bbox="233 517 1342 618">Award 2-3 marks for a good outline showing some knowledge and understanding of a range of factors staff would need to consider when planning activities for all children.</p> <p data-bbox="233 651 1355 723">Award 4 marks for a very good outline showing sound knowledge and understanding of a range of factors staff would need to consider when planning activities for all.</p> <p data-bbox="233 723 544 757">Response may refer to:</p> <ul data-bbox="233 757 943 1216" style="list-style-type: none"> • any theme in place at the time • the space available for the activity • materials needed/available • cost of any new materials need to be purchased • location of activities • accessibility for children • children's participation and sharing of ideas • age and stage of children to be considered • type of language to be used e.g. bilingual activities • durability of and equipment/ materials • health and safety of materials used • reading conventions when labelling any displays • risk assessment <p data-bbox="233 1249 699 1319">This list is not exhaustive. Credit any other relevant response.</p>	4

Question	Answer	Total Mark
9.	<p>(a) Explain the benefit of attending a Flying Start setting for children in Wales.</p> <p>Award up to 6 marks</p> <p>Award 0 marks where response is not creditworthy</p> <p>Award 1-2 marks for a basic explanation showing limited knowledge and understanding of the benefit of attending a Flying Start setting for children in Wales.</p> <p>Award 3-4 marks for a good explanation showing some knowledge and understanding of the benefit of attending a Flying Start setting for children in Wales.</p> <p>Award 5-6 marks for a very good explanation showing sound knowledge and understanding of the benefit of attending a Flying Start setting for children in Wales.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • Supports families in disadvantaged areas of Wales • Flying start is child focused and offers a range of programmes, activities to support families • Focuses on developing early skills in readiness for starting school • Flying start is made up of 4 core elements including. <ul style="list-style-type: none"> • an enhanced health visiting service • Access to parenting programmes • Speech language and communication support • Flying start encourages multi-agency working so children get the correct support • The programme focuses on early identification and intervention • Flying start supports information sharing between all involved • Offers additional support during time of transition • supports the development of social skills/interactions • promotes language experiences • offers families financial advice and information on available benefits • Health Visitor advice can improve well-being and support medical intervention • Free, quality part time childcare can support parent/carer return to work which will improve financial circumstances <p>This list is not exhaustive. Credit any other relevant response.</p>	6

	<p>(b) Summarise the influence that the Steiner approach to education may have on a child's development.</p> <p>Award up to 4 marks</p> <p>Award 0 marks where response is not creditworthy.</p> <p>Award 1 mark for a basic summary showing limited knowledge and understanding of the influence that the Steiner approach to education may have on a child's development.</p> <p>Award 2-3 marks for a good summary showing some knowledge and understanding the influence that the Steiner approach to education may have on a child's development.</p> <p>Award 4 marks for a very good summary showing sound knowledge and understanding of the influence that the Steiner approach to education may have on a child's development.</p> <p>Response may refer to:</p> <p>Rudolph Steiner</p> <ul style="list-style-type: none"> • Encourages independent thinking • Allows children to set their own pace • Children are encouraged to develop and use their creative skills • The use of imagination is encouraged • A broad curriculum is followed with a variety of topics • Topic choice is led by the children • Children are encouraged to learn because they are interested • Exams and testing are not important • Children are not graded • Limited use of textbooks • Story telling is prominent • Children record their own learning in a journal type book • Emphasis is on oracy • Music is important with children being encouraged to learn to play an instrument • Skills such as kitting and sewing are promoted • Limited use of technology is seen in the classroom • Emphasis is on a safe and nurturing environment <p>This list is not exhaustive Credit any other relevant response</p>	4
--	--	---

	(c) Identify 3 types of childcare setting that might be available to children and their families/carers in Wales.	
	<p>Award up to 3 marks</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • Childminder • Creche • Day nursery • Cylch meithrin • Out of school care (breakfast club, after school club, holiday club) • Playgroup 	3

SAMPLE

Mapping Document: Understanding Children’s Care, Play, Learning and Development: must be completed for every paper

Learning Outcomes	Command verb	Assessment Criteria	Case study related or generic	Question number	No of marks	Total marks per LO And % weighting	Minimum range marks per LO And % weighting
LO 1	Describe	1.2	Case study	1a	6	39 marks 57%	35-42 marks 50-60%
	Identify	1.2	Case study	1b	1		
	Identify	1.2	Generic	1c	1		
	Discuss	1.5	Case study	2	6		
	Outline	1.4	Case study	3a	4		
	Analyse	1.4	Case study	3b	6		
	Describe	1.3	Case study	4a	5		
	Summarise	1.3	Generic	4b	3		
	Explain	1.6	Case study	5a	6		
	Name	1.6	Case study	5b	1		
LO 2	Consider	2.1	Case study	6	5	31 marks 43%	28-35 marks 40-50%
	Discuss	2.1	Generic	7a	6		
	State	2.1	Generic	7b	3		
	Outline	2.2	Generic	8	4		
	Explain	2.3	Generic	9a	6		
	Summarise	2.3	Generic	9b	4		
	Identify	2.3	Generic	9c	3		