



GCE A LEVEL MARKING SCHEME

SUMMER 2022

**A LEVEL
HEALTH AND SOCIAL CARE AND CHILDCARE –
UNIT 3
1570U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE A LEVEL HEALTH AND SOCIAL CARE AND CHILDCARE

UNIT 3: THEORITICAL PERSPECTIVES OF CHILDREN AND YOUNG PEOPLE'S DEVELOPMENT

SUMMER 2022 MARK SCHEME

Guidance for examiners

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 them 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, in order 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 GCE Health and Social Care, and Childcare, each question will address one or more assessment objectives: from AO1, AO2 or AO3. Where appropriate, the assessment grid subdivides the total mark that may be allocated for a question into individual assessment objectives. These are shown in bands in the mark scheme. For each assessment objective, descriptors will indicate the different skills and qualities at the appropriate level.

Candidates' responses to questions are assessed against the relevant assessment objectives. Where a question addresses more than one assessment objective, candidates may achieve different bands within that question. In these cases, a mark will be awarded for each assessment objective then totalled to give an overall mark for the question.

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.

Section A						
Question	Answer		AO1	AO2	AO3	Total mark
1.	Read the case study on Elen and Rhodri and answer the questions below.					
	(a)	Describe two factors that may be influencing Elen's behaviour.	6 [3,3]			6
		<p>Award up to 3 marks for each correct factor within the case study that may be influencing Elen's behaviour.</p> <p>Award 1 mark for identification of a factor that may be influencing Elen's behaviour.</p> <p>Award 2 marks for a basic description showing some knowledge and understanding of a factor which may be influencing Elen's behaviour.</p> <p>Award 3 marks for a good description showing clear knowledge and understanding of a factor which may be influencing Elen's behaviour.</p> <p>Answers may refer to any two from:</p> <ul style="list-style-type: none"> • life experiences – birth of a sibling – disruption within the house, less attention on Elen, increased negative behaviour to seek attention. • transitions – moving house – frequent moves to new surroundings and moving away from friends, feeling isolated, having to settle in new schools, needs reassurance from adults, increased negative behaviour • family – parenting styles – parents let her have her own way due to lack of time and pressure of having a younger child • poor attachment/separation – absence/separation from of birth mother, feelings of rejection, needs to share attention of adults, share home environment and possessions with another sibling. Feelings of insecurity of her own position in family • socialisation – moving many times, separation from friends and having to make new friends, negative behaviour at school, lack of feeling of belonging in school/community • friends – peer pressure – older group of friends, pressure to miss school impacting on education, could be influenced to participate in risky behaviour, staying out late without informing parent • adverse childhood experiences (ACE's) – poor attachment, separation from birth mother, moving many times (credit divorce) <p>Credit any other relevant response.</p>				

Question		Answer	A01	A02	A03	Total mark
	(b)	<i>Using Bandura's social learning theory, explain the possible effects of Elen's behaviour on her brother Rhodri.</i>		6		6
		<p>Answers should refer to application of Bandura's social learning theory:</p> <p>According to Bandura's social learning theory, children learn by watching others, and children often imitate behaviour of adults and older children e.g. children learn behaviour from role models by observation and imitation. Rhodri may imitate Elen's unwanted behaviour. children's attitudes, beliefs and personality can all be influenced by role models, and this can become ingrained at a very early age.</p> <p>Bandura argues the learning process has three central components: observation, imitation and modelling e.g. Elen is a negative role model for Rhodri on how to manage emotions such as anger, sadness or frustration. Rhodri is still learning what appropriate behaviour is, and what behaviour is expected of him in a social context.</p> <p>Children will copy violent or aggressive behaviour once they have observed it, and this is learned behaviour e.g. adults/older children should model appropriate behaviour or young children will learn inappropriate behaviour. The negative atmosphere in the family home due to arguments with Elen will cause Rhodri to feel insecure and impact on his behaviour and emotional well-being.</p> <p>Children will imitate and learn behaviour from others. The Bobo Doll experiment illustrated how children will copy both positive and negative behaviour as a result of observing that behaviour in others. e.g. role models can affect children's behaviour in both a positive and negative way. Elen's argumentative behaviour may encourage Rhodri to behave in a similar way.</p> <p>Credit any other relevant response.</p>				

Band	AO2
3	<p style="text-align: center;">5-6 marks</p> <p>A very good explanation, which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of how Bandura’s social learning theory explains how Elen’s behaviour may affect Rhodri • a confident grasp of how Bandura’s social learning theory affects behaviour
2	<p style="text-align: center;">3-4 marks</p> <p>A good explanation, which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of how Bandura’s social learning theory explains how Elen’s behaviour may affect Rhodri • generally secure grasp of how Bandura’s social learning theory affects behaviour.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic explanation, which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of Bandura’s social learning theory • some grasp of how Bandura’s social learning theory affects behaviour
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(c)	<i>Explain the strategies that could be used to promote positive behaviour in Rhodri.</i>		8		8
	<p>Answers may refer to:</p> <p>Relevant strategies for promoting positive behaviour in Rhodri.</p> <ul style="list-style-type: none"> • the care/educational setting and home should ideally work together, to help ensure that there is a consistent approach • good communication and positive relationships between parents and practitioners/teachers is important to ensure consistent routines are applied • quiet time • restorative practices • use of interventions, including: <ul style="list-style-type: none"> ○ diversion ○ distraction • staying calm • discussions with key person • modelling – e.g. parents/teachers/practitioners acting as role models • setting boundaries – e.g. rules at home/in school • managing the environment • creating behaviour or routine cards • continuing observations and tuning in to what the child is really trying to say through their challenging behaviour <p>Reinforcement – e.g. praise, rewards for Rhodri</p> <ul style="list-style-type: none"> • reinforcement – e.g. praise, rewards/sanctions, privileges, responsibility and trust for Elen • creating an environment for good behaviour – e.g. structured, planned days, routine, challenging and stimulating learning environment <p>Rhodri’s parents and practitioners should agree a behaviour policy which:</p> <ul style="list-style-type: none"> • justifies expectations • includes Rhodri’s input • expresses rules positively • includes rules about group behaviours • promotes resilience strategies <p>Social Use of Language Programme (SULP)</p> <p>Responses may also refer to formal strategies for promoting positive behaviour:</p> <ul style="list-style-type: none"> • providing an environment at home and in school that is positive and supportive • implementing strategies for building skills and strengthening positive behaviours • implementing strategies for decreasing undesired behaviour. • Provides counselling for Elen <p>Credit any other valid response.</p>				

Band	AO2
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent explanation which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of how the strategies could be used to promote positive behaviour in Rhodri • a confident grasp of a range of strategies that could be applied to promote positive behaviour in Rhodri
3	<p style="text-align: center;">5-6 marks</p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of how the strategies could be used to promote positive behaviour in Rhodri • a generally secure grasp of strategies that could be applied to promote positive behaviour in Rhodri
2	<p style="text-align: center;">3-4 marks</p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of how strategies could be used to promote positive behaviour in Rhodri • some grasp of strategies that could be applied to promote positive behaviour in Rhodri
1	<p style="text-align: center;">1-2 marks</p> <p>A limited explanation which shows:</p> <ul style="list-style-type: none"> • little knowledge and understanding of how at least one strategy could be used to promote positive behaviour in Rhodri • little grasp of strategies that could be applied to promote positive behaviour in Rhodri
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
2.	<i>To support children and young people's behaviour, it is important to understand the causes of behaviour that challenges and the factors that impact on behaviour.</i>				
	(a) <i>Consider how Bowlby's theory of attachment can provide an explanation for some of Elen's behaviour that challenges.</i>			6	6
	<p>Answers may refer to:</p> <p>How attachment theory provides an explanation for some of Elen's behaviour that challenges.</p> <p>Attachment is an evolutionary theory that children are programmed to form attachments from birth to help them survive e.g. young children like Elen who suffer a traumatic separation from their primary caregiver can become angry and depressed and develop conditions such as stuttering and learning difficulties. Childhood trauma, like separation from the primary maternal caregiver, disturbs the normal development of the brain</p> <p>A child forms an attachment to one primary attachment figure; this concept is called monotropy, and this attachment is more important than all others e.g. a secure attachment helps children develop independence as they can go out and explore the world from a secure base, Elen may feel insecure and lack confidence in school and so develop negative behaviour patterns. In adolescence, children like Elen can develop problems with authority, demonstrate risk taking behaviour and may become depressed.</p> <p>Disruption of the attachment between an infant and their primary caregiver results in cognitive emotional and social problems for the child this is called the maternal deprivation hypothesis e.g. disruption of the attachment between Elen and her mother at 4 years old with possible consequences of causing cognitive, emotional and social problems – Bowlby's maternal deprivation hypothesis.</p> <p>Bowlby argued the relationship with the primary caregiver informs the social relationships a child will form in the future e.g. a child's emotional attachment to a primary maternal figure in the first 6 years of life is very important, disturbance in this development can cause: difficulty in forming relationships, low self-esteem, lack of motivation to learn and work, cooperate with others, cope with stress and manage emotions, explaining some of Elen's negative behaviour</p>				

Question	Answer	A01	A02	A03	Total mark
	<p>Attachment influences how children will interact with others and how they feel about themselves, how confident they are in themselves and others and all their relationships and social interactions including those at school, with friends and family. Elen may struggle to form relationships with peers leading her to try to establish friendships with older youths.</p> <p>Credit any other valid response.</p>				

Band	A03
3	<p>5-6 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • reasoned consideration of how Bowlby's attachment theory provides an explanation of Elen's behaviour that challenges • confident engagement with the concept of attachment and how it explains some of Elen's behaviour
2	<p>3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • generally secure consideration of how Bowlby's attachment theory provides an explanation of Elen's behaviour that challenges • straightforward engagement with the concept of attachment and how it explains some of Elen's behaviour
1	<p>1-2 marks</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • little evidence of consideration of how Bowlby's attachment theory provides an explanation of Elen's behaviour that challenges • some engagement with the concept of attachment
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<i>Describe the purpose of play and assess, using examples, how imaginative play may impact on Rhodri's social and language development.</i>	6		8	14
	<p>Answers may refer to:</p> <p>The Purpose of Play</p> <p>The purpose of play is to allow children to use their creativity while developing their imagination, dexterity, physical, cognitive, and emotional strength. Through play children engage and interact in the world around them.</p> <p>Examples of imaginative play and their impact on Rhodri's social and language development:</p> <p>Role play activities – dressing up, change of character, accent and tone, creating a scene, improvising props and resources, dolls, finger puppets, character puppets, puppet theatre.</p> <p>Home corner, kitchen, shop, hospital, vets surgery, café, Drama and acting activities – copying a character, creating an image, following a story, adapting resources and props</p> <ul style="list-style-type: none"> • increasing vocabulary (learning new words) • copying the language of others • vocalising thoughts and feelings through role play • speaking freely with emotion developing emotionally: understanding and expressing their feelings through the re-enactment of certain experiences • using their imagination to express their views and opinions <p>Small world activities, farm, zoo, hospital.</p> <p>Dance and movement – expressing feelings through dance movements, physical development, moving to music and sound.</p> <p>Outdoor activities – mud pies, camping, pretend gardens, song time and rhythm time</p> <p>Story time – following a story, using props to enhance characters, listening and understanding the concepts of the story, understanding the meaning</p> <p>Circle time – discuss previous events and news, present their story and vision of past events</p> <p>Music making – creating sounds and rhythm using actual musical instruments or handmade instruments.</p> <ul style="list-style-type: none"> • selecting vocabulary that is suitable for specific purposes/contexts • developing language skills: practising listening, looking and talking • using tone and voice to communicate • speaking without the risk of being embarrassed <p>Credit any other valid response.</p>				

Band	AO1	AO3
4	<p>There are no Band 4 marks for this assessment objective.</p> <p>6 marks are awarded as for Band 3.</p>	<p>7-8 marks</p> <p>An excellent assessment demonstrating:</p> <ul style="list-style-type: none"> • perceptive and informed judgements about the potential impact of imaginative play on Rhodri's social and language development • a range of examples, a confident and detailed engagement with the principles of imaginative play and their potential impact for both social and language developmental areas
3	<p>5-6 marks</p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of the purpose of play • a confident grasp of imaginative play 	<p>5-6 marks</p> <p>A good assessment demonstrating:</p> <ul style="list-style-type: none"> • reasoned judgements about the potential impact of imaginative play on Rhodri's social and language development • examples, with thorough engagement with the principles of imaginative play and their potential impact, for both social and language developmental areas
2	<p>3-4 marks</p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of the purpose of play • a generally secure grasp of imaginative play 	<p>3-4 marks</p> <p>A basic assessment demonstrating:</p> <ul style="list-style-type: none"> • generally valid judgements about the potential impact of imaginative play on Rhodri's social and language development • some examples with straightforward engagement with the principles of imaginative play and their potential impact for both social and language developmental areas
1	<p>1-2 marks</p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of the purpose of play • some grasp of imaginative play 	<p>1-2 marks</p> <p>A limited assessment demonstrating:</p> <ul style="list-style-type: none"> • little evidence of judgements about the potential impact of imaginative play on Rhodri's social and/or language development • few/no examples and little engagement with the principles of imaginative play and/or their potential impact.
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Section B

Question		Answer	AO1	AO2	AO3	Total mark
3.	(a)	<p><i>Describe the social benefits of emotional intelligence for the development of children and young people.</i></p>	6			6
		<p>Answers may refer to:</p> <p>Emotional intelligence is the ability to understand and control your own feelings, and to understand the feelings of others and react to them in a suitable way. Emotional intelligence is as important as academic intelligence.</p> <p>Social Benefits of Emotional Intelligence</p> <ul style="list-style-type: none"> • learning emotional intelligence skills can help children and young people be more aware of the emotions of others • being more aware of, and being able to name their emotions, helps children and young people control and handle those emotions more thoughtfully and compassionately. • children and young people who are more aware of their emotions and feelings, do not bully others as much as those children who do not. • more likely to stand up for themselves and others when in a situation where they are being bullied. • able to build stronger relationships with others. Individuals who have stronger relationships in their life do better in other aspects of their life, too. • emotional intelligence skills help a child or young person understand and control emotions better, avoiding outbursts and behavioural problems in school. • less mental health issues such as depression, anxiety and eating disorders • better communication skills e.g. active listening • children and young people who can not only recognise their own emotions but can also name other people's emotions with improved empathy tend to feel better about themselves and have better self-esteem <p>Credit any other relevant response.</p>				

Band	AO1
3	<p style="text-align: center;">5-6 marks</p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of the social benefits of emotional intelligence • a confident grasp of emotional intelligence
2	<p style="text-align: center;">3-4 marks</p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of social benefits of emotional Intelligence • a generally secure grasp of emotional intelligence
1	<p style="text-align: center;">1-2 marks</p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of at least one social benefit of emotional intelligence • some grasp of emotional intelligence
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<i>Describe how learning disabilities may affect the development of children and young people.</i>	6			6
	<p>A learning disability is a reduced intellectual ability and difficulty with everyday activities – for example household tasks, socialising or managing money – which affects someone for their whole life. People with a learning disability tend to take longer to learn and may need support to develop new skills, understand complicated information and interact with other people.</p> <p>Learning disabilities can affect development by:</p> <ul style="list-style-type: none"> • difficulty in understanding new or complex information • difficulties in learning new skills • difficulty coping independently • difficulty Communicating effectively <p>A child with a learning disability finds it more difficult to learn, understand and do things than other children of the same age.</p> <ul style="list-style-type: none"> • children with a learning disability will generally continue to progress and learn throughout their childhood but at a slower rate than other children • children with a learning disability are likely to need extra support at school to help them to learn to the best of their ability • a learning disability may be identified by parents or professionals at a young age, the earlier a child is diagnosed the better the support and outcomes for the child • children may have significant difficulty in ‘intellectual functioning’, such as reasoning, problem solving, abstract thinking, and academic learning for their age • children may be bullied as they do not ‘fit-in’ which may impact on self-esteem or self-worth • they may have communication difficulties, struggle to learn to speak and lack understanding of speech compared to other children, may not be understood which can cause frustration • children may lack the levels of independence and responsibility for his or her age including difficulties in being able to feed or dress themselves, or not being able to manage money independently when they get older • learning difficulties can affect all aspects of a child’s life, including the ability to communicate with others, participate in social events or gain independence. • difficulties can occur at home, school and during leisure time • degree of learning disability varies across different individuals, so that some children are relatively mildly affected and others have a more significant delay or disability 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> • It is important that learning disability is diagnosed as early as possible so that the child can get the right early support and help to enable them to learn and progress. Speech and language therapy, occupational therapy, physiotherapy • children with a learning disability can have other developmental difficulties, such as Autistic Spectrum Disorder or Attention Deficit Hyperactivity Disorder (ADHD). <p>Children and young people with a learning disability may also have special educational needs (SEN).</p> <ul style="list-style-type: none"> • Difficulty with both spoken and written words • Difficulties understanding abstract concepts such as fractions • Slow vocabulary growth, often unable to find the right word • Difficulty rhyming words • Trouble learning numbers, alphabet, days of the week, colours and shapes • Extremely restless and easily distracted • Trouble interacting with peers • Difficulty following directions or routines • Fine motor skills are slow to develop • Slow to remember facts • Slow to learn new skills, relying heavily on memory • Impulsive and has difficulty planning • Poor pencil grip and subsequent handwriting • Trouble learning to tell the time • Poor coordination and tends to appear unaware of physical surroundings • Unable to complete tasks within given time frames • Reverses letters or confuses words <p>Credit any other valid response.</p>				

Band	AO1
3	<p style="text-align: center;">5-6 marks</p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of how learning disabilities may affect the development of children and young people • a confident grasp of how learning disabilities can affect development
2	<p style="text-align: center;">3-4 marks</p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of how learning disabilities may affect the development of children and young people • a generally secure grasp of how learning disabilities can affect development
1	<p style="text-align: center;">1-2 marks</p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of how learning disabilities may affect the development of children and/or young people • some grasp of how learning disabilities can affect development
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total mark
	(c)	<i>Analyse how creative play can promote the cognitive development of a child aged 2-4 years.</i>			8	8
		<p>Answers may refer to:</p> <p>Creative play – is when children engage in play where they make the rules and are free to use their imaginations to invent games, act out stories, invent stories or songs. Creative play is unstructured and self – directed and all children should be given opportunities to engage in creative play every day.</p> <p>Creative play promotes cognitive development by:</p> <ul style="list-style-type: none"> • increasing vocabulary (learning new words) • develops skills in problem solving • encourages abstract thinking. • selecting vocabulary that is suitable for specific purposes/contexts • developing language skills: practising listening, looking and talking • using their imagination to express their views and opinions • children can try new ideas and ways of thinking • develop maths skills through playing with shapes and experimenting with measurement, volume, sorting and money • increases attention span • start to understand scientific concepts such as space and time • promotes active learning • helps children to think and make sense of the world around them • enables children to be creative, to investigate and explore different materials • provides children with opportunities to experiment and predict outcomes • makes learning fun and enjoyable • encourages the management of risk and challenge • encourages independent investigation on pre-set activities <p>Credit any other valid response.</p>				

Band	AO3
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent analysis demonstrating:</p> <ul style="list-style-type: none"> • perceptive, informed interpretation of how creative play can promote the development for a child aged 2-4 years • confident and detailed engagement with the concept of creative play and how it can promote cognitive development.
3	<p style="text-align: center;">5-6 marks</p> <p>A good analysis demonstrating:</p> <ul style="list-style-type: none"> • reasoned interpretation of how creative play can promote the development for a child aged 2-4 years • thorough engagement with the concept of creative play and how it can promote cognitive development.
2	<p style="text-align: center;">3-4 marks</p> <p>A basic analysis demonstrating:</p> <ul style="list-style-type: none"> • some interpretation of how creative play can promote the development for a child aged 2-4 years • straightforward engagement with the concept of creative play and how it can promote cognitive development.
1	<p style="text-align: center;">1-2 marks</p> <p>A limited analysis demonstrating:</p> <ul style="list-style-type: none"> • little evidence of interpretation of how creative play can promote the development for a child aged 2-4 years • little engagement with the concept of creative play
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
4.	<i>Play underpins the Foundation Phase Framework.</i>				
(a)	<i>Explain the importance of environmental play for children's development.</i>		6		6
	<p>Answers may refer to:</p> <p>The Foundation Phase is the statutory curriculum for all 3- to 7-year-olds in Wales. It encourages children to use their imaginations and to be creative, making learning fun and more effective. Children are given opportunities to explore the world around them and understand how things work by taking part in practical activities relevant to their developmental stage. The Foundation Phase includes practical activities and active learning experiences (both indoors and outdoors).</p> <ul style="list-style-type: none"> • provides opportunities and activities for exploration, investigation, and discovery • promotes motivation and engagement in learning • promotes autonomy and independence • encourages responsibility • allows children to experiment with their environment and ask and answer questions. • can support and promote the development of knowledge and understanding of the world • promotes active learning • helps children to think and make sense of the world around them • develops their linguistic and communication skills • enables children to be creative, to investigate and explore different materials • provides children with opportunities to experiment and predict outcomes • makes learning fun and enjoyable • encourages the management of risk and challenge • encourages independent investigation on pre-set activities • maximises opportunities in the outdoor learning environment – taking learning outdoors. • allows children to explore positive risk and challenge in a safe environment • learn about nature and important scientific concepts through study of nature, plants, animals, bugs, lifecycles and how things grow. <p>Credit any other valid response.</p>				

Band	AO2
3	<p style="text-align: center;">5-6 marks</p> <p>A very good explanation which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of how environmental play supports children’s development within the Foundation Phase • a confident grasp of the importance of environmental play for children’s development
2	<p style="text-align: center;">3-4 marks</p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of how environmental play supports children’s development within the Foundation Phase • a generally secure grasp of the importance of environmental play for children’s development
1	<p style="text-align: center;">1-2 marks</p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of how environmental play supports children’s development within the Foundation Phase • some grasp of the importance of environmental play for children’s development
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<i>Describe how Piaget's cognitive theory supports practitioners to assess children's development.</i>	8			8
	<p>Answers may refer to:</p> <p>Piaget's theory supports practitioners to assess children's development:</p> <ul style="list-style-type: none"> • Piaget recognised the importance of observing children to assess their developmental level in order to plan tasks activities that are age and stage appropriate, and this is an important part of session planning in Foundation Phase settings. • children are given many opportunities to learn and have access to all resources that they need and have work that is appropriate to their age and capability • there are many benefits to understanding Piaget's theories for early years practice. Piaget's theory is based on how children learn through play and the benefits of learning through play. • Piaget's theory also provides a clear foundation for the education of children • Piaget has been extremely influential in changing our opinions on how children view the world and was the first psychologist to systematically observe and research cognitive development and develop a theory based on children's stages of development • practitioners in the Foundation Phase observe children to identify their stage of development, identify any developmental delays or problems to ensure the child is given the correct support and can be referred to outside agencies such as speech/occupational therapist • observations are used to inform planning age and stage appropriate activities and inform the Foundation Phase child development assessment profile • the purpose of the Foundation Phase child development assessment profile is to assess children within six weeks of entering the Foundation Phase, at age three, to provide a 'baseline' assessment. The assessment will be of the whole child using the developmental areas. <p>Credit any other valid response</p>				

Band	AO1
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent description which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of how Piaget's cognitive theory supports practitioners to assess children's development • a confident grasp of the concept of Piaget's cognitive theory.
3	<p style="text-align: center;">5-6 marks</p> <p>A good description which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of how Piaget's cognitive theory supports practitioners to assess children's development • a generally secure grasp of the concept of Piaget's cognitive theory.
2	<p style="text-align: center;">3-4 marks</p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of how Piaget's cognitive theory supports practitioners to assess children's development • some grasp of the basic concept of Piaget's cognitive theory.
1	<p style="text-align: center;">1-2 marks</p> <p>A limited description which shows:</p> <ul style="list-style-type: none"> • little knowledge and understanding of how Piaget's cognitive theory supports practitioners to assess children's development • little grasp of concepts.
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(c)	<i>Discuss how playworkers use playwork to support children's holistic development.</i>			8	8
	<p>Answers may refer to:</p> <p>Playworkers support children's holistic development by:</p> <p>Qualified, skilled playworkers are trained to put children's play needs at the centre of their work in a variety of settings, enhancing the range and quality of play experiences for all children. Playwork is an emerging professional field with an increasingly recognised and qualified workforce. Playwork offers services which open up opportunities for children to play and have the freedom to choose what they want to do.</p> <p>Playwork can be defined as the process of creating and maintaining spaces for children to play. It is a skilled profession that enriches and enhances children's play. The theory and practice of play work recognises that children's play should ideally be 'freely chosen, personally directed and intrinsically motivated' and that children and young people's capacity for positive development will be enhanced if given access to the broadest range of environments and play opportunities.</p> <p>Holistic development is an approach to learning that emphasises the importance of the physical, emotional and psychological well-being of children, particularly in early childhood.</p> <p>Candidates' discussion of how playworkers and playwork can support children's development may include reference to the following activities:</p> <ul style="list-style-type: none"> • playwork enriches and enhances the provision for children's play and playworkers are skilled practitioners who support and facilitate play for its own sake rather than to meet specified educational outcomes • playwork allows children to follow their interests and develop the motivation to learn, explore and discover • playwork is about fun, freedom and flexibility • playwork is an approach to working with children where children determine and control the content and intent of their play • children's play experiences are enriched by skilled playworkers who can turn physical spaces into places of opportunity, imagination and belonging • playworkers enable children to extend their own play and they protect and enhance the play space so that it is a rich play environment. 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> • playworkers ensure that the play space is inclusive – supporting all children to make the most of the opportunities available in their own way. • playworkers see children and young people as competent individuals. They understand the need for children to encounter and create uncertainty and challenge as part of their play. • playworkers neither direct nor organise play, they are trained to judge when or whether to intervene • play work supports and promotes children’s play and the process of play through creating flexible environments which children can adapt to meet the needs of their play and learning • the play space offers a rich environment with many quality play experiences for children • playworkers are there to facilitate the children’s play but not lead or direct it • playworkers will plan an environment with a wealth of play opportunities to allow children to play in the way they need, and will only intervene when necessary the focus is not on the outcome but on the play itself • the practitioner will observe the children at play and reflect on these observations. <p>Credit any other valid response.</p>				

Band	AO3
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent discussion which shows:</p> <ul style="list-style-type: none"> • perceptive and informed judgements of how playworkers use playwork to support children's holistic development • confident and detailed engagement with the principles of playwork in supporting the development of children.
3	<p style="text-align: center;">5-6 marks</p> <p>A good discussion which shows:</p> <ul style="list-style-type: none"> • reasoned judgements of how playworkers use playwork to support children's holistic development • thorough engagement with the principles of playwork in supporting the development of children.
2	<p style="text-align: center;">3-4 marks</p> <p>A basic discussion which shows:</p> <ul style="list-style-type: none"> • generally valid judgements of how playworkers use playwork to support children's holistic development • straightforward engagement with the principles of playwork in supporting the development of children.
1	<p style="text-align: center;">1-2 marks</p> <p>A limited discussion which shows:</p> <ul style="list-style-type: none"> • limited evidence of how playworkers use playwork to support children's holistic development • little engagement with the principles of playwork in supporting the development of children.
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
5.	<p><i>Cari is 4 years old. She has been attending nursery and is due to start full-time school in September.</i></p> <p><i>Beth, Cari's keyworker, is concerned that Cari has become less enthusiastic and engaged in play, has become withdrawn and appears to be bored. Beth has been carrying out observations, and thinks this is because Cari is ready to move on in her development and needs more challenging activities. Beth has recorded this in Cari's Individual Development Plan (IDP).</i></p> <p><i>Beth has placed Cari in a small group with some younger children as a 'peer tutor'.</i></p>				
	<p><i>Describe the role of keyworkers in an early years setting, and analyse how Beth's strategy benefits the behaviour and development of Cari.</i></p>	8		10	18
	<p>Answers may refer to:</p> <p>Role of keyworkers in early years settings:</p> <ul style="list-style-type: none"> • children thrive within loving and secure relationships, this is usually provided by parents, but it can also be provided by a keyworker • the keyworker is a named member of staff who is a contact for parents/carers and builds relationships with the child and the parents/carers • the keyworker will greet the child at the start of a session and support the parent and the child as they leave, so that they provide a link between the setting and home • the keyworker will respond sensitively to a child's feelings and behaviour, meeting emotional needs by giving reassurance and supporting the child's well-being • the keyworker will keep daily records of development and daily care and can share with the child's parents <p>Purpose of observations of keyworkers in early years settings:</p> <ul style="list-style-type: none"> • observation is the key to understanding young children and finding out more about them as individuals. • it is a fundamental aspect of the assessment and planning cycle and provides a firm basis for reflection. • helps practitioners and parents address the needs of the child's development and work together to understand and meet a child's individual needs by learning from each other and sharing information. • observation is about watching children and noticing their actions, behaviours and interactions. 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> • observations must take place on a regular basis to know what children are learning through their play and life experiences. • by observing what the child chooses to do and what resources they enjoy playing with provides reliable information about who they are as individuals. It can also provide an opportunity to determine the need of the child and therefore plan the next steps in their learning. <p>Observations inform the practitioner and the setting about:</p> <ul style="list-style-type: none"> ▪ what children enjoy and what their interests are • friendships they may have developed • identifying specific learning needs • the child's well-being • particular areas of development – physical, intellectual, social, emotional <p>Beth's use of the cognitive approach benefits the development of Cari as follows:</p> <ul style="list-style-type: none"> • Cari has an attachment to Beth as her keyworker which helps her feel secure that the person she depends on is there for her • as Cari's key worker Beth knows her behaviour, interests and routine and quickly identifies changes in her behaviour • Beth carries out observations on Cari to identify why her behaviour has changed and plan the next steps in her learning • Beth knows what stage of development Cari is at through working closely with Cari and her family as a key worker • Beth has a good knowledge of theories of child development and how these can promote children's development in practice. • Beth conducts regular observations to ensure Cari's learning and development is promoted and her individual needs are met • Beth has an individual education plan for Cari where she records her progress and achievements and any areas of development that need attention • observations in the setting inform planning for children to ensure sufficient stretch and challenge and support children to reach their ZPD • Beth uses her knowledge of Vygotsky's theories to scaffold Cari's learning with more challenging activities 				

Question	Answer	AO1	AO2	AO3	Total mark
	<p>Beth's use of the cognitive approach benefits the other children as follows:</p> <ul style="list-style-type: none"> • Beth recognises that Cari's advances in her development can help other children in the setting through a peer tutorial where Cari is the More Knowledgeable other. • peer tutorial benefits all children in the setting to reach their ZPD • attachment influences Cari's immediate all-round development and future relationships • the setting has a key worker system which benefits all children to feel settled and happy and more confident to explore and as a result, become a more capable learner. <p>Examples include:</p> <ul style="list-style-type: none"> • recognition of current level of learning and potential for areas of development • scaffolding the gaps with sufficient and effective support from adults and peers • stretch and challenge opportunities to further skills and knowledge • praise and encouragement to develop further learning. <p>Beth's approach benefits Cari holistically by:</p> <ul style="list-style-type: none"> • socially – forming new friendships, co-operating with others, sharing • emotionally – promoting her self-esteem and confidence • intellectually – gaining responsibility, becoming a role model for others, learning by teaching etc. <p>Allow reference to a negative interpretation of the benefits of the behaviour and development of Cari.</p> <p>Credit any other valid response.</p>				

Band	AO1	AO3
4	<p>7-8 marks</p> <p>An excellent description which shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of the purpose of the role of keyworkers confident grasp of the keyworker approach in an early years setting 	<p>9-10 marks</p> <p>An excellent analysis demonstrating:</p> <ul style="list-style-type: none"> perceptive, informed interpretation of how Beth's strategies benefit the behaviour and development of Cari confident and detailed engagement with the strategies to benefit behaviour and development <p>The candidate's response is clearly expressed and shows accurate use of a broad range of terminology. Writing is very well structured and highly organised using accurate grammar, punctuation and spelling.</p>
3	<p>5-6 marks</p> <p>A good description which shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of the purpose of the role of keyworkers generally secure grasp of the keyworker approach in an early years setting 	<p>6-8 marks</p> <p>A good analysis demonstrating:</p> <ul style="list-style-type: none"> reasoned interpretation of how Beth's strategies benefit the behaviour and development of Cari thorough engagement with the strategies to benefit behaviour and development <p>The candidate's response is clearly expressed and shows accurate use of terminology. Writing is well structured using mostly accurate grammar, punctuation and spelling.</p>
2	<p>3-4 marks</p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of the purpose of the role of keyworkers some grasp of the keyworker approach in an early years setting 	<p>3-5 marks</p> <p>A basic analysis demonstrating:</p> <ul style="list-style-type: none"> some interpretation of how Beth's strategies benefit the behaviour and development of Cari straightforward engagement with the strategies to benefit behaviour and development <p>The candidate's response is adequately expressed and shows appropriate use of terminology. Writing is mainly well structured using reasonably accurate grammar, punctuation and spelling.</p>
1	<p>1-2 marks</p> <p>A limited description which shows:</p> <ul style="list-style-type: none"> little knowledge and understanding of the purpose of the role of keyworkers little grasp of the keyworker approach 	<p>1-2 marks</p> <p>A limited analysis demonstrating:</p> <ul style="list-style-type: none"> little evidence of interpretation of how Beth's strategies benefit the behaviour and/or development of Cari little engagement with the strategies to benefit behaviour and/or development <p>The candidate's response shows basic use of terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Mapping of questions to specification content and assessment objectives

Unit 3

Question			Specification content (main focus)				Mark allocation			
			Section			Part	Total marks	AO1 marks	AO2 marks	AO3 marks
			2.3.1	2.3.2	2.3.3					
1	(a)				6	(a)	6	6	0	0
	(b)		6			(b)	6	0	6	0
	(c)				8	(b)	8	0	8	0
2	(a)		6			(b)	6	0	0	6
	(b)			14		(b)/(d)	14	6	0	8
Section A			12	14	14		40	12	14	14
3	(a)		6			(a)	6	6	0	0
	(b)		6			(b)	6	6	0	0
	(c)			8		(b)/(d)	8	0	0	8
4	(a)			6		(b)	6	0	6	0
	(b)		8			(b)	8	8	0	0
	(c)			8		(a)/(b)	8	0	0	8
5					18	(b)	18	8	0	10
Section B			20	22	18		60	28	06	26
Total marks			32	36	32		100	40	20	40