

Level 3 Examiners' Report

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

Unit 330 and Unit 331

January 2025

© WJEC CBAC Ltd.



Introduction

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

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

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

Further support

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

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

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

Contents

	Page
Executive summary	5
Unit 330: Principles and theories that influence children’s care, play, learning and development in the 21 st century in Wales	6
Unit 331: Investigating current issues in children’s care, play, learning and development in Wales	13
Supporting you – useful contacts and links	20

Executive Summary

Unit 330 & 331

Areas for improvement	Classroom resources	Brief description of resource
Unit 331 Areas for improvement would be a greater focus on the topic question which needs to remain as a firm discussion throughout the whole investigation.	Study guides for research and investigation development	The following guides provide information about research resources, searching techniques: https://library.southwales.ac.uk/collections-subject-guides/research/
Unit 331 To ensure quotes and further information used to support the task response are stated in text and are sourced appropriately to the evidence sources used and within the reference list.	Harvard referencing guide	Harvard, is the recommended referencing style. The USW guides below will help you understand and use this referencing style: https://library.southwales.ac.uk/collections-subject-guides/referencing/
Unit 330 Utilise support packs on HCLW to allow learners to practice examination style questions prior to exams	Mock and previous examination papers	<u>Level 3 Children's Care, Play, Learning and Development: Practice and Theory (For First Award 2025)</u> Support packs are stored under key documents and course materials section.

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

Level 3

January 2025

UNIT 330: PRINCIPLES AND THEORIES THAT INFLUENCE CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT IN THE 21ST CENTURY IN WALES

Overview of the Unit

The format, style and question types in this paper are in-line with previous papers and like those used in the Sample Assessment Materials (SAMs) paper, there were no unexpected questions, and the candidates responded well to the questions throughout the paper. The question types provided a range of lower and higher tariff questions across the content of the unit 300 specification. The questions tested the candidate's ability to use their knowledge and understanding of the principles and theories of topics 1-5.

The timing of the paper was gauged well as candidates responded well and the majority attempted every question set. Candidates were consistently able to provide a good level of detail and shown sufficient knowledge and understanding of the content of unit 330. The examination was completed on-line and through paper copies. Written responses were generally clear, and examiners were able to understand text, some candidates used a large handwriting style and quickly depleted the lines provided for each question, it was good to see that candidates often made use of additional sheets to complete their response or enhance their discussion further. Responses were enhanced by the opportunity to complete online, and candidates were able to make use of the expanded space for their responses. Candidates often benefit through being able to type rather than write their answers, as they can amend and correct their responses as they progress through the paper.

In most papers, all questions were attempted, although there were some completed papers which did not include answers to Q2 Theories of behaviour development can be used in practice to support children's behaviour (a) Outline Albert Bandura's theory of behaviour, this may be due to a lack of knowledge and understanding of the required theory. A small number of candidates attempted although their response related to an unrelated theorist and theory of child development.

Overall, the questions proved to be accessible to many candidates and there were no questions within the paper that proved to be more challenging than what has been used in any other paper for this unit. Throughout this series the candidate answers varied in the detail provided in their responses and the command verbs were acknowledged. Candidates were able to provide clarity in their writing skills often led to being awarded with highest mark banding can be achieved; this is especially significant in the higher assessment outcome when referring to specific question types and where candidates were able to discuss relevant terminology showing a sound knowledge and understanding within the area of discussion.

A key area for future focus is for candidates to deepen their knowledge of child development theorists and theories, and to develop a stronger understanding of how these theories relate to practice. Gaining a firm understanding of theorists and theory in practice would significantly enhance their learning and help them reach their full potential.

Comments on individual questions/sections

1. **Children can be exposed to negative materials and inappropriate communications when online.**

Explain how to keep children safe online to support their health, well-being and development.

This question required candidates to explain how to keep children safe online to support their health, well-being and development. Candidates would have experience of being advised and supported with online usage while in school and often through parental guidance and therefore be able to relate to personal experiences on this topic, in addition to the classroom taught content. Candidate's responses were varied in their depth, clarity and expression of knowledge and understanding. Some candidates responded to the types of negative materials and inappropriate communications when online, although did not provide any explanation of how to keep children safe to support their health, well-being and development. Good explanations generally related well to the importance of speaking to children about keeping safe online and ensuring that children set up safe passwords. Candidates often explained the value of adults discussing with children the importance of not sharing personal information.

Candidates also explained how to keep children safe by limiting their online access and putting in place parental controls and safe measures of what children can be exposed to. Candidates related well to how children should be educated to enable them to understand the possible consequences of access without consent or knowledge. Some candidates discussed asking professionals such as the police, to talk to children. Some discussed radicalisation, and how exposure to inappropriate content can affect mental health. Candidates regularly referred to the importance of setting up controls to prevent access to inappropriate images and harmful online content. This question was generally marked very highly as candidates provided positive and specific responses, through expressing sound knowledge and understanding of how to keep children safe.

2. **Theories of behaviour development can be used in practice to support children's behaviour.**

(a) Outline Albert Bandura's theory of behaviour.

This question required candidates to focus on Bandura's theory specifically. Candidates were required to demonstrate their knowledge based on theories of behaviour development which can be used in practice to support children's behaviour. The responses provided covered a wide range of marks, a small number of candidates were unsure of Bandura's theory or misunderstood the theory in question and discussed a different theory. Many understood Bandura's approaches and referenced to the negative behaviour shown towards the Bobo doll and how children copied adults. Good responses provided an outline of Bandura's theory of behaviour with accuracy and detail. Candidates outlined how children can learn social behaviour such as aggression through observation. Candidates outlined Albert Bandura's Bobo doll experiment and discussed how children will copy actions through watching the behaviour of another person. Many candidates were able to relate to the Bobo doll experiment with knowledge and understanding and show a firm understanding of how behaviours can be affected through positive or negative actions.

(b) Discuss how Bandura’s theory can support children’s behaviour in practice.

This question allowed for further explanation of Bandura’s theory outline in Q2 (a) and enabled candidates to reflect on theoretical knowledge and how it is used in practice to support children’s behaviour. Candidates were able to discuss how Bandura’s theory of behaviour is learnt through observation. They explained a wide range of methods and strategies used in childcare settings which support children observing positive behaviour from the people around them. Candidates often discussed how childcare staff are influential models of behaviour and are role models to children. Candidates discussed how behaviour is learnt through reinforcement and punishment and how rewards are used to support positive behaviour. Candidates discussed how Bandura’s theory can be used to support children’s behaviour through positive role modelling and providing examples of behaviour for children to observe and imitate. Overall candidates were able to express themselves very well in response to this question, showing good knowledge and understanding of supporting children’s behaviour in practice.

3. Positive behaviour support is provided through varied teams and services in Wales.

Outline the services provided by the ‘Team Around the Family’.

This question provided candidates with the opportunity to outline the services provided by the ‘Team Around the Family’. Candidates generally provided a good understanding of how the service works with the family to make positive changes to behaviour, and how the service helps to make changes to improve family life. Many candidates indicated how the service often signposts the family to other support services which may be more specific to their need and to ensure children receive appropriate services. Candidates were able to outline how the ‘Team around the Family’ help with working with a family’s strengths and provide support and help to provide solutions to any weaknesses. Candidates were frequently able to provide good knowledge and understanding of how specialist services help to build resilience in families and children. Good responses included further discussion and expression, showing a good level of understanding and knowledge of the positive behaviour support provided through the ‘Team Around the Family’ service.

4. Routine screening and medical care are carried out as part of maternity care in Wales.

Assess the importance of routine screening, monitoring and testing during pregnancy.

This question required candidates to assess the importance of routine screening, monitoring and testing during pregnancy. Candidates were able to assess the importance of tests which can help with choices during pregnancy, such as further care, or treatment. Candidates were able to discuss screening tests, routine screening and the types of monitoring during pregnancy to support with making informed decisions about the health of the mother and the health of the child. Candidates were often able to assess the importance of the screening tests offered during pregnancy to detect conditions, such as ultrasound scans and blood tests to detect conditions. Overall, this was a highly awarded question, and candidates showed clear knowledge and understanding of a range of routine screening, monitoring and testing during pregnancy.

5. Define the professional role of an optician in promoting child health.

This question provided an opportunity to define the key role of an optician in promoting child health. Candidates were able to provide broad definitions of the optician role and many were able to provide specified definitions of more specialist aspects within the role. Candidates focused their definitions on explaining how opticians carry out vision screening checks and can detect defects in vision and will prescribe glasses or contact lenses when required. There was regular discussion on the role of the optician making detailed examinations of the health of the eyes and finding any issues with a child's general health. Some candidates discussed the role in detecting any problems early so that treatment can be given such as carrying out tests for colour vision deficiency or any health issues with the eyes and making referrals for specialist's advice and treatment. This was generally a highly awarded question, and candidates were able to provide firm knowledge and understanding of the professional role of an optician in promoting child health.

6. The nursery children are learning 'all about the beach' as their theme for the summer term.

Create an activity plan to support the children's varied learning styles.

(i) Activity-Identify an activity using the 'all about the beach' theme.

The majority of candidates were able to provide an activity relating to the 'all about the beach' theme as required for this question response. The responses provided were wide ranging and varied and specified an appropriate activity, such as learning about sea creatures, beach scene and crafts and specified shell or sand art activities.

(ii) Role of the adult - Outline the role of the adult in this activity.

Most candidates were able to outline the role of the adult and link the actions to their chosen activity, including a variety of responses such as the adult providing the resources, setting up the activity, providing guidance and support through discussions and communication.

(iii) Learning styles – Discuss how relevant learning styles will be developed during the activity.

This question required candidates to discuss how relevant learning styles will be developed during the activity. For example, visual learning using images, diagrams, flashcards and pictures, auditory learning style using music, sounds, verbal and discussions, reading and writing learning style using books, text, taking notes and storytelling, and the kinaesthetic learning style through hands on, touch, actions and practical activities. Many candidates provided clear knowledge and understanding of the learning styles and linked them effectively to their chosen activity. Unfortunately, frequently the learning styles were not discussed in the candidate responses and this question was often awarded with marks from the lower mark bands as the answers provided did not meet the question responses.

7. **Children and young people with additional learning needs need extra support to learn.**

Examine the support provided by the Additional Learning Needs Coordinator (ANCO/ALNCO).

The majority of candidates were able to provide a range of responses specific to the support provided by the Additional Learning Needs Coordinator. Candidates regularly provided a good level of knowledge and understanding of the ALNCO role in supporting the setting to plan and meet children's needs through providing professional support to staff. Candidates examined the importance of early identification and assessment and the value of planning for learners with ALN. Some candidates expressed the value of the support provided when managing individual target setting and some candidates were able to examine the benefits of completing individual development plan's (IDPs). Overall this question was responded to with knowledge and understanding and candidates were able to express their theoretical knowledge and practical experiences of the support provided by the Additional Learning Needs Coordinator.

8. **Aiden has begun to frequently miss classes at his secondary school. The teachers are concerned for his well-being as school absences are unusual for him.**

(a) Consider the possible reasons for Aiden's lack of attendance.

Candidates were able to relate very well to this question and generally provided excellent considerations for the possible reasons for Aiden's lack of attendance. Candidates generally gave well rounded descriptions of the possible reasons, such as travel issues, being a young carer and having responsibility for siblings and bullying and linked the responses firmly back to Aiden missing school. Overall, a highly awarded question which provided excellent responses.

(b) Evaluate the purpose of early intervention for children with attendance concerns.

Candidates were able to provide a range of practical measures to this question, including evaluating the purpose of early intervention for children with attendance concerns, such as following up attendance issues and any frequent reasons for non-attendance. Also, the purpose of communicating well with staff and informing key members of staff, for example the head teacher and the attendance officer. Candidates also discussed the importance of consistency and following the school attendance policy, and school attendance improvement strategies. Candidates were able to reflect on the key principles of promoting attendance through their practice and provided good knowledge and understanding of varying detail.

9. Janet Moyles' (1989) play spiral learning theory has influenced new play areas in the reception classroom.

Explain the value of encouraging free and directed play through the spiral approach in practice.

This question required candidates to focus on their knowledge and understanding of contemporary and well-established theories. The question requires an understanding of how approaches inform practice and can be used to bring about change in settings. Generally, candidates were able to provide a good explanation of the value of encouraging free and directed play through the spiral approach in practice. Responses varied in depth of knowledge and understanding within the mark boundaries as candidates expressed how children are allowed to move freely and explore within the learning environment. Frequently candidates were able to express a full understanding and provide detail and expression of the value of the play spiral theory developed by Janet Moyles. Candidates were able to reflect on experiences gained through workplace experiences and explain the value of adult led structure followed by free play learning environments. Additionally expressing a good understanding of adult led play and child-initiated play. Many candidates demonstrated a good clear understanding of the importance of encouraging valuable interaction and opportunities to explore and learn.

10. Describe the benefits of the Forest School learning approach on children's health, wellbeing and development.

This question required candidates to consider the range of benefits for children's learning when immersed in the forest school learning environment. Most candidates were able to provide wide ranging responses based on their theoretical and practical knowledge and were expressive when relating to the benefits of the Forest School learning approach on children's health, well-being and development. Candidates focused on the benefits of being outdoors and in the woodlands and experiencing nature. Candidates described the value of outdoor learning environments offering a stimulating educational resource where children can benefit from learning from the varied learning experiences. Additionally, describing the benefits of learning through outdoor play and the value of outdoor learning for children health and mental well-being. Candidates focused their responses through the understanding of the Forest School curriculum being delivered through practical and experiential learning in the outdoor environment, there was clear and varied ideas for hands-on learning opportunities that can be used to benefit children with a range of learning styles. Overall, this was a highly awarded question, candidates were expressive in their responses and provided a wide range of knowledge on the Forest School learning approach.

11. Discuss the role of the Care Inspectorate Wales (CIW) when visiting childcare settings.

This question focuses candidates' knowledge and understanding on the role of the Care Inspectorate Wales (CIW). Generally, candidates provide a good range of significant aspects within the CIW role and the inspection process, for example the importance of childcare settings following the set regulations in place and ensuring they provide safe and good quality care for children. Candidates were able to discuss how the role of the Care Inspectorate Wales (CIW) makes checks on the physical environment, such as if it is safe, clean, and comfortable for the children and that it is well-maintained. Candidates demonstrated a good level of understanding of how the Care Inspectorate Wales (CIW) regulates and inspects the safety of children's services and how the CIW will take action to improve the environment for the benefit of the children to ensure consistency in the quality of care and support provided for children. This question was well responded to and provided a wide range of knowledgeable responses based on theory and practical experiences.

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

Level 3

January 2025

UNIT 331: INVESTIGATING CURRENT ISSUES IN CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT IN WALES

Overview of the Unit

This unit requires candidates to demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to children's care, play, learning and development settings and contexts, and apply knowledge and understanding to analyse evidence-based practices (their own and those of others) within children's care, play, learning and development. Candidates are required to research and evaluate theories and practice that relate to children's care, play, learning and development and reflect on how they can influence practice.

Candidates are required to undertake independent research using a range of resources to investigate your chosen topic and focus areas and will need to collect adequate and reliable evidence in preparation for the completion of the tasks.

Winter 2025 topics:

Topic 1

Differentiation and reflection can greatly improve the outcomes for children's learning.

Research how encouraging positive change through differentiation and reflection can improve the outcomes for children.

Topic 2

The Welsh Government screening services promote health and well-being and provide a crucial role in the health care service.

Research the role and impact of non-routine screening, testing and monitoring from conception to birth.

Principal Examiner key points:

Many candidates chose the topic 1 question to research how encouraging positive change through differentiation and reflection can improve the outcomes for children. Candidates provided a range of responses in relation to varied choice of focused areas of discussion including relating additional learning needs (ALN), specific ALN conditions, observations and assessments, different learning styles and pregnancy, to name a few. The individual tasks with responded to with knowledge and understanding of the expectations and the structure of the investigations overall were appropriately presented. Some candidates did respond by only using their focus areas of choice and lacked links to respond to the topic question appropriately and with any value.

There were significant differences in the level of research provided and the sources used to evidence work were not always evident through a reference list. The responses provided generally expressed knowledge and detail of understanding of the topic are within the investigations in their writing and provided varied responses showing knowledge and understanding of workplace practices and could relate to professional experiences with clarity.

Centre based focus areas are being seen across centre marking and often candidates have completed their tasks based on centre guidance and set class tasks which do not allow for candidate's personal choice. The unit 331 investigation should be completed based on a candidate's individual choice and completion based on an individual candidate's research into a subject area of their choosing, allowing for the expression of opinion, viewpoints, personal consideration and practical experiences to have the freedom of choice for their task and focus areas.

The examination marking process requires a set structure to ensure clarity and clear consideration of mark boundaries by the examination team and are key areas for future practice, teaching and learning relating to the structure of the investigation. The following key areas will support clarity and effectiveness of the extended investigation and enable candidates to access the range of marks available.

- Title and topic choice to be clearly indicated on first page of paper to ensure there is clarity of the task boundaries.
- Candidate centre number, candidate number and page numbers need to be placed on each page submitted.
- Tasks 1, 2, 3, 4, 5, 6 must be clearly labelled to identify task boundaries, work cannot be marked without clear task identification.
- The use of the internet is not permitted during the NEA examination
- Candidates cannot include links for further information, survey or questionnaires as they are outside the boundary of the mark scheme. Any further information gained from research must be discussed with the set tasks.
- Observe the evidence required including consideration of the emboldened '**must** include or **could** include' to ensure good coverage of the mark scheme
- Discussions of laws, legislation and frameworks must relate to Wales and be referenced appropriately.
- The use of AI is not permitted as a valid source or reference for research
- Reference lists should be provided at the end of the whole investigation.
- Online links are to be referenced appropriately
- Time allocation sheets to be completed and signed
- Break times to be accounted for on time sheet
- The Harvard referencing style is the appropriate choice for referencing.
- Centres should allow for individuality in the investigation completion.
- Word count stated clearly excluding reference and bibliography list.
- Word count should not exceed 5500, tasks over this allowance will not be marked.
- The topic focus area is central to their whole investigation. The assessment paper is marked as a whole and must link to topic choice throughout each task.
- Presenting material copied directly from books or other sources without acknowledgment will be left unmarked.
- Candidates need to avoid the use of tables and bullet points.
- Proformas should be avoided, the unit 331 examination paper is the main source of guidance for successful completion.
- Examination questions should not be altered
- Word documents are required to be uploaded by centres rather than pdf documents.

- Candidates should only take on areas of discussion that they are able to discuss effectively as an individual choice rather than a centre choice.
- Tasks should be written from the candidate's perspective and written in the first person, describing feelings and events from their viewpoint.
- Timesheets need to be completed as stated and totalled with number of hours
- Candidates should choose a small number of focus areas within their chosen topic that are specific and realistic to complete within the investigation word count
- Simplified proformas with alternative questions should be avoided as evidence areas are often not included.

Comments on individual questions/sections

Task 1

Write an introduction to your extended investigation.

Outline:

- the main focus: areas you have chosen to research in relation to your selected topic
- why you have selected the topic and the focus areas; you may wish to refer to personal interest, taught content, sector engagement and work placement the methods of research that you have used
- sources used as part of investigating the topic and focus areas

This task requires a focused introduction to the whole extended investigation. Focus areas should be clearly identified and central to chosen topic. One or two focus areas should be identified with reasons for choice which may be based on personal and/or practical experiences within a work setting or learning environment which have raised interest and awareness to prompt further investigation. The focus areas need to be limited to ensure that the specific focus areas can be considered and evaluated thoroughly through the varied method of research involved through the whole process. Stating the evidence of research and chosen reading should be clearly identified.

The chosen topic area was generally clearly identified within the first paragraph of the investigation and candidates often were able to provide clarity for their reasons for choice, which often is based on personal experiences to the desire to learn more during their research. Candidates generally chose a small and manageable number of areas to be focused on as part of the research and were able to discuss clearly the reasons for their choice and the elements of learning they wish to gain through a thorough investigation on the areas of focus. Candidates were able to provide well-rounded ideas for further research. Some candidates chose topic focus areas which began to encompass the whole investigation focus and the chosen topic question sometimes became overlooked within the investigation introduction.

Areas for improvement could be made in relation to the evidence required for the sources of used. Candidates generally provided a range of evidence to support their research, although there is little exemplification of why they are chosen to support their investigation. Some candidates linked to specific legislation, specific books and websites and explained the value of these sources in this area would benefit their investigation, which provides a clear overview for the whole research to be undertaken. Although many candidates are not producing an outline of the sources used as part of the investigation and their value or use, which does not provide a specific research focus.

Task 2

Discuss how your selected topic and focus areas support children's care, play, learning and development.

Your evidence **must** include:

- how the focus areas support (positively or negatively) children's care, play learning and development
- a variety of viewpoints including your own and/or those of others
- appropriate examples from theory and/or practice to support your discussion
- how relevant theory/legislation or frameworks (as appropriate) have impacted on the topic and focus areas
- traceable references or quotes to support evidence

Candidates are required to show an understanding of theory/frameworks or legislation in relation to focus areas and apply this to practice. Positive and/or negative points should be considered as well as their own viewpoint with consideration to the thoughts of others, this might include work placement and practice observed during work placement experience which can be used to support viewpoints. Include appropriate and relevant theory, legislation or frameworks which will support the discussion. Candidates need to include effective use of relevant referencing.

Task 2 offers the development of different viewpoints, which were evident in a wide range of candidate investigations. Candidates were able to provide a range of discussion points for this task and generally identified a one or two areas to be focused on. Task 2 provides the opportunity for positive or negative reflection of their focus areas, and candidates used reflections on their practical experiences within their discussion, and these generally remained focused on the areas they set out within task 1.

Areas for improvement would be a greater focus on the topic question which needs to remain as a firm discussion throughout the whole investigation. Some candidates were unfocused on their topic choice and did not identify any elements of how encouraging positive change through differentiation and reflection can improve the outcomes for children, and the thread of discussion remained solely on the chosen focus area/s.

Task 3

Evaluate how the values and principles that underpin your selected topic and chosen focus areas are used in practice to support children's care, play, learning and development.

Your evidence **could** include reference to:

- effective communication
- teamwork and collaborative working
- equality/inclusion/diversity
- freedom to participate
- children's rights being upheld
- professional skills or any other as appropriate.

This tasks focus is to evaluate a range of values and principles. Evaluation could be developed through knowledge gained as part of taught content and examples from practice. Candidates were able to consider a range of discussions relating to practice and included clear points to meet the list of evidence that could be included, such as the importance of effective communication, teamwork, and professional skills.

Candidates were able to provide good discussions around the focus areas relating to how a range of values and principles can support knowledge and understanding of topic 1; how encouraging positive change through differentiation and reflection can improve the outcomes for children and topic 2; the role and impact of non-routine screening, testing and monitoring from conception to birth. This task offered the opportunity to discuss work-based experiences and reflections of professional practice, and the majority of candidates were able to provide clear discussions which related well to the values and principles of their selected topic and chosen focus areas which are used in practice to support children's care, play, learning and development.

Overall, candidates were able to express a clear understanding of the values and principles and relate them to their chosen topic and focus areas. They were able to explain how the values and principles are used to support children's care, play, learning, and development. They identified a variety of relevant values and principles and included additional research specific to their focus areas. Their responses demonstrated a strong understanding. This task allowed candidates to share both work-based and personal experiences, highlighting their knowledge of the practices and skills required when working with children.

Areas for improvement would be providing further evaluative discussions on how the values and principles that underpin your selected topic and chosen focus areas are used in practice, through making evaluative judgements of practical experiences to provide a greater depth of knowledge and understanding of the topic and focus areas.

Task 4

Consider how relevant theories, legislation or frameworks (as appropriate) have influenced practice in children's care, play, learning and development settings.

Evidence **must** include clear links to how the theories, legislation or frameworks have influenced practice in the settings you have experienced.

This task requires candidates to include links to the influences of relevant theory, legislation and or frameworks relating to Wales (as appropriate to the topic focus) could be considered; to show depth and breadth of understanding with reference to the strengths and weaknesses in practice. Evidence should be developed to make clear links to placement. Candidates must discuss how legislation, frameworks and or theoretical perspectives have influenced current practice and made changes to the practice in children's settings through providing an interpretation of their own experiences of the effects on professional practice.

Candidates were able to consider a range of relevant theories, legislation or frameworks relating to how encouraging positive change through differentiation and reflection can improve the outcomes for children and the role and impact of non-routine screening, testing and monitoring from conception to birth. Candidates were able to provide a good level of understanding and consider how they link to practice. Candidates generally have provided evidence for a reflection of a wide range research to consider the relevant theories, legislation or frameworks required for task 4. Candidates have often shown a good interpretation based a thorough investigation to provide clear links to research and to meet their chosen topic and focus areas. Candidates achieving the higher mark bands were able to provide clarity of understanding of how theory, legislation, or frameworks link to practice.

Areas for improvement would be to provide greater depth of discussion within task 4, candidates are often keen to discuss a wide range of different theories, legislation or frameworks and this does not support a well-rounded discussion on each one individually. Additionally, a wide range of references are often used within task 4 and they need to be listed in text appropriately to evidence sources used and within the reference list.

Task 5

Assess how having knowledge of the selected topic and related theories and legislation can be used to bring about change in children's care, play, learning and development provision in the 21st century in Wales.

Your evidence **must**:

- Demonstrate an awareness of new and developing practice approaches
- Refer to a range of settings within the sector
- Make judgements that link practice with theory (topic focus, related theories and legislation)
- Make suggestions for future change that could be adopted in practice to support children's care, play, learning and development.

Evidence **must** refer to research undertaken and **must** relate to experiences in practice.

This task looks towards changes for the future based on the candidate's research and understanding of their chosen topic and focus areas. Candidates are required to consider the knowledge they have gained through the research of their topic and related focus areas and assess how the related theories and legislation can be used to bring about change in children's care, play, learning and development.

Candidates were able to develop positive discussions of future ideas of progression or adaptations which may be enhanced or benefitted for the best need of children.

Task 5 was generally responded to positively as candidates provided here firm discussions relating to their professional practice and theoretical experiences to express their knowledge and understanding of new legislation, frameworks, or theoretical perspectives. Candidates were able to express their judgements relating to practice and theory through suggestions, ideas and/or opinions which were shared in a professional and mature manner to discuss the progression of new and developing approaches. Candidates were generally able to provide valuable discussions relating to encouraging positive change through differentiation and reflection and how new and developing practices can improve the outcomes for children and the role and impact of non-routine screening, testing and monitoring from conception to birth and developing ideas of encouraging positive outcomes specific to this area of healthcare.

Areas for improvement would include to provide further discussions on the benefits of new and future changes as often candidates will only assess current and established prior changes. Candidates could make further discussions based on their own experiences and discuss how they can be developed further in childcare and relevant health care settings.

Task 6

Discuss how your research and learning will support your own individual practice moving forward.

Your evidence must include:

- a reflection of the value or benefits of what you have learnt as part of investigating this topic and focus areas
- what you would like to do, based on your findings, to improve your own future practice
- reference to any impact changes to your own practice could have on the practice of others

Candidates are required to reflect on their own personal learning of the topic and focus areas chosen. This reflection will bring together the varied discussions and viewpoints throughout the whole investigation. Candidates will be able to discuss the value or benefits of what they have learnt as part of investigating their chosen topic and focus areas. Candidates can discuss what they would like to do based on their findings to enable a better understanding of practice with the aim of improving their own future practice. Candidates will be required to refer to any impact changes will have to their own practice and the changes to the practice of others in the future.

Candidates were able to relate positively to their overall learning and be able to effectively share the value of the knowledge they have gained. Candidates were often clear in their response when discussing the benefits of their research, which can be used to help and inform their future practice and the support the practice of others. This task specifies that candidates provide a discussion relating the investigations findings and learning and of how their research and learning will support their own individual practice moving forward. This task was responded to very well and candidates were generally able to achieve high marks successfully through a thorough discussion covering the evidence areas required. Candidates were able to express their understanding and knowledge gained through the research of the investigation, and they were able to evidence the criteria expectations and provide clarity and consistency within the concluding discussions.

Candidates were generally able to express a firm understanding of what learning has taken place through the vast amount of research and reflect on the skills that have been gained through completing a focused investigation. Candidates were often able to discuss the importance of taking this new learning and research forward into future practice and relate to their chosen topic areas with a positive impact on practice.

Areas for improvement would be for candidates to clearly discuss the value and benefits of what they have learnt throughout the whole investigation and how the new knowledge gained will help to support in the future as a professional in their future practice.

Supporting you

Useful contacts and links

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

Tel: 02920 404264

Email: CCPLD@WJEC.co.uk

Qualification webpage: [Qualifications | Health and Care Learning Wales](#)

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

CPD Training / Professional Learning

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

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

WJEC Qualifications

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

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



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk