

WJEC Level 2

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

Approved by Qualifications Wales

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

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

## Sample Assessment Materials





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**LEVEL 2**

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

**MANDATORY GROUP 2: Unit 216**

**UNDERSTANDING CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT**

**SAMPLE EXTERNAL ASSESSMENT**

AM/PM [date]

1 hour 15 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1	13	
2	10	
3	6	
4	9	
5	5	
6	4	
7	10	
8	8	
9	5	
<b>Total</b>	<b>70</b>	

**Instructions to candidates**

Answer **all** questions.

Write your answers in the spaces provided in this booklet.

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

**Information for candidates**

The total for the paper is 70 marks.

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

If you run out of space, use the continuation page(s) at the back of the booklet, taking care to number the question(s) correctly.

Answer **all** questions.

1. (a) The chart below identifies some developmental milestones for a 9-month-old child.

For **each** milestone listed, tick (✓) one correct area of development. [3]

Developmental milestones	Area of development				
	Physical	Intellectual (cognitive)	Language	Emotional	Social
(i) Crawls					
(ii) Babbles					
(iii) Smiles					



- (b) Explain how playing in a sandpit can promote the development of **two** intellectual (cognitive) skills. [4]

(i) .....

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(ii) .....

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2. (a) Thomas, a one-year-old, is engaging in solitary play at nursery.

Describe **two** other stages of play that support children's development. [4]

(i) .....  
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(ii) .....  
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(b) Discuss how access to an electronic tablet can have a positive **and** a negative impact on a child's learning and development. [6]

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4. The Davies family have a daughter, Gwen, who is 5 years old. They also have a son, Daniel, who is 2 years old and has severe asthma which means he has frequent chest infections and sometimes he has breathing problems. Access to a range of services is very important to the family.

(a) (i) Name **one** health service that the family may need to access. [1]

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(ii) Outline the benefits to the family of accessing this service. [2]

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All children need to access different types of health care services at different stages in their lives.

(b) Identify **two** services from within allied health professions which could support the health, well-being, growth and development of children. [2]

(i) .....

(ii) .....

(c) Name **one** barrier that could prevent a child accessing a service that they need.[1]

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(d) Explain what is meant by direct referral. [3]

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7. It is 8.00 am at Sunshine's Flying Start Nursery and all staff are busy setting up a variety of continuous provision for the children. The theme for the month is babies, as three of the children have recently had siblings. Staff have considered the types of resources that are required and have enhanced the water area with dolls, towels, nappies and bath wash. They have also adapted the role play area into a baby clinic and the children are free to choose which activity they would like to take part in.

(a) State **three** factors that should be considered when planning a continuous provision. [3]

(i) .....

(ii) .....

(iii) .....

(b) Identify **two** signs that the nursery is promoting holistic development. [2]

(i) .....

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(ii) .....

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(c) Describe the *Flying Start* initiative. [5]

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8. In order to meet Care Inspectorate Wales (CIW) standards, all registered childcare settings in Wales must have key policies in place.

A child protection policy is one example of a key policy.

(a) Name **two** other key policies that have an impact on childcare settings in Wales. [2]

(i) .....

(ii) .....

(b) Explain the purpose of a child protection policy within a childcare setting. [6]

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9. Sara is the additional needs coordinator (ANC) in Ysgol Cae Glas. She enjoys this role as she works with a team of staff and a number of pupils from year 7 to year 11.

Discuss how Sara's role can support the staff and learners with additional needs to work towards achieving their full potential. [5]

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## 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 the candidate 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 sub-division made.

Mark schemes often list points which may be included in candidates' responses. 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' responses.

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' responses. It can be used to assess the quality of the candidate's response. As noted above, indicative content is not intended to be exhaustive and candidates do not have to include all the indicative content to reach the highest level of the mark scheme.

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

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

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

Examiners should first read and annotate the candidate's response 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 response 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 a response 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 a response.

### **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 responses 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.

**MANDATORY GROUP 2:  
UNDERSTANDING CHILDREN'S CARE, PLAY, LEARNING, AND DEVELOPMENT**

**MARK SCHEME**

Question	Answer	Total marks
<p>1. (a)</p> <p>LO1</p> <p>(1.1)</p> <p>(1.3 or 1.5)</p> <p>(1.4 or 1.5)</p>	<p><i>The chart below identifies some developmental milestones for a 9-month-old child.</i></p> <p><i>For each milestone listed, tick (✓) one correct area of development.</i></p> <p><b>Award 1 mark</b> for each correct response.</p> <p>(i) physical</p> <p>(ii) language/social</p> <p>(iii) social/emotional</p>	<p>3</p>
<p>(b) i ii)</p> <p>LO1</p> <p>(1.2)</p>	<p><i>Explain how playing in a sandpit can promote the development of two intellectual (cognitive) skills.</i></p> <p>Award up to 4 marks.</p> <p><b>Award 0 marks</b> where response is not creditworthy.</p> <p><b>Award 1 mark</b> for a basic explanation which shows little knowledge and understanding of how playing in a sandpit can promote the development of intellectual (cognitive) skills.</p> <p><b>Award 2-3 marks</b> for a good explanation which shows knowledge and understanding of how playing in a sandpit can promote the development of intellectual (cognitive) skills.</p> <p><b>Award 4 marks</b> for a very good explanation which shows detailed knowledge and understanding of how playing in a sandpit can promote the development of intellectual (cognitive) skills.</p> <p>Award a maximum of 2 marks if only one skill is explained.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> <li>• speech – communicating with others when playing</li> <li>• terminology/extending language/learning new words – sand or quantity related</li> <li>• mathematical skills – counting turrets, castles, resources</li> <li>• thought/logic/reasoning – full, empty</li> <li>• imagination/creativity – building castles.</li> </ul> <p>This list is not exhaustive. Credit any other relevant response.</p>	<p>4</p>

Question	Answer	Total marks
<p>(c)</p> <p>LO1 (1.6)</p>	<p><i>Analyse how activities such as playing in a sandpit can support a child's holistic development.</i></p> <p>Award up to <b>6</b> marks.</p> <p><b>Award 1-2 marks</b> for a basic analysis which shows some knowledge and understanding of how playing in a sandpit can support a child's holistic development.</p> <p><b>Award 3-4 marks</b> for a good analysis which shows knowledge and understanding of how playing in a sandpit can support a child's holistic development.</p> <p><b>Award 5-6 marks</b> for a very good analysis which shows detailed knowledge and understanding of how playing in a sandpit can support a child's holistic development.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> <li>• physical: develops fine and gross motor skills</li> <li>• intellectual (cognitive): learns about shapes, textures, weight, concepts of full/empty</li> <li>• language: develops vocabulary, learns new words</li> <li>• emotional: interaction, engagement with others</li> <li>• social development: sharing</li> <li>• moral: sharing, waiting, taking turns, etc.</li> </ul> <p>This list is not exhaustive. Credit any other relevant response.</p>	<p>6</p>

Question		Answer	Total marks
2.	(a)	<p><i>Thomas, a one-year-old, is engaging in solitary play at nursery. Describe two other stages of play that support children's development.</i></p>	4
	LO1	Award up to 4 marks.	
	(1.5)	<p><b>Award 0 marks</b> where response is not creditworthy.  <b>Award 1 mark</b> for a basic description which shows little knowledge and understanding of stages of play that support children's development.  <b>Award 2-3 marks</b> for a good description which shows knowledge and understanding of stages of play that support children's development.  <b>Award 4 marks</b> for a very good description which shows detailed knowledge and understanding of stages of play that support children's development.</p> <p>Award a maximum of 2 marks if only one other stage of play is described.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> <li>• <b>Parallel play</b> – children play side-by-side with one another, with no interaction between them. They may be playing with similar toys and mimic one another. It is common in children between the ages of 2½ and 3½.</li> <li>• <b>Observational play (looking on play)</b> – when a child observes others playing but does not join the play. This is common in children between the ages of 2 and 2½.</li> <li>• <b>Associative play (joining in play)</b> – when children begin to play together but will not be focused towards a common goal. They may be playing or trading with the same toys or actively engaging one another, but no rules of play are being set. This type of play typically begins around ages 3 or 4.</li> <li>• <b>Cooperative play</b> – when children play in groups and teams and are interested in the children they are playing with as well as the activity. The group may have a leader and play may focus on a common goal. This play begins between the ages of 4 and 6.</li> </ul>	

Question	Answer	Total marks
<p>(b)</p> <p>LO2</p> <p>(2.1)</p>	<p><i>Discuss how access to an electronic tablet can have a positive <b>and</b> a negative impact on a child's learning and development.</i></p> <p>Award up to <b>6</b> marks.</p> <p><b>Award 0 marks</b> where response is not creditworthy.  <b>Award 1-2 marks</b> for a basic discussion which shows some knowledge and understanding of how access to an electronic tablet can have a positive and negative impact on a child's learning and development.  <b>Award 3-4 marks</b> for a good discussion which shows knowledge and understanding of how access to an electronic tablet can have a positive and negative impact on a child's learning and development.  <b>Award 5-6 marks</b> for a very good discussion which shows detailed knowledge and understanding of how access to an electronic tablet can have a positive and negative impact on a child's learning and development.</p> <p>Award a maximum of 4 marks if <b>only positive or only negative</b> impacts are discussed.</p> <p>Response may refer to:</p> <p><b>Positive impact:</b></p> <ul style="list-style-type: none"> <li>• highly stimulating resource due to bright screen, highly interactive, modern, up-to-date, etc</li> <li>• can develop fine motor skills</li> <li>• improves vocabulary</li> <li>• develops mathematical skills</li> <li>• can improve social interaction: interactive apps/games</li> <li>• can foster imagination and creativity</li> <li>• makes learning fun</li> <li>• learning is not limited to the home as the tablet is portable</li> <li>• games/apps can be updated so encourages progress and change in stimuli</li> <li>• can promote development of imagination</li> <li>• helps develop questioning and experimental behaviour.</li> </ul>	<p>6</p>

Question	Answer	Total marks
	<p><b>Negative impact:</b></p> <ul style="list-style-type: none"> <li>• can be overused, should not replace all other toys that support learning and development</li> <li>• games/apps must be age-appropriate</li> <li>• can affect mental well-being</li> <li>• increased access to devices can cause pressure to use social media/associated peer pressure</li> <li>• can develop skills but provides little opportunity for physical activity</li> <li>• some research suggests usage too near bedtime can affect sleep patterns</li> <li>• safeguarding/e-safety could be an issue, e. g. a child left unsupervised when using the device, no appropriate parental controls, inappropriate sites accessed, etc.</li> </ul> <p>This list is not exhaustive. Credit any other relevant response.</p>	

Question	Answer	Total marks
<p>3. LO2 (2.3)</p>	<p><i>Iwan is 3 years of age and is an only child. His family speak Welsh and live in a close-knit community. Iwan is a very quiet child who enjoys taking part in mini rugby.</i></p> <p><i>Iwan's mum is considering two options for his education.</i></p> <p><i>Option 1: A new, large, Welsh-medium, 3–19 years school close to their home.</i></p> <p><i>Option 2: Home-schooling.</i></p> <p><i>Assess the benefits that <b>each</b> option could have on Iwan's health, well-being and development at this crucial stage in his life.</i></p> <p>Award up to 6 marks.</p> <p><b>Award 0 marks</b> where response is not creditworthy.</p> <p><b>Award 1-2 marks</b> for a basic response which shows little knowledge and understanding or assessment of the benefits each setting could have on Iwan's development.</p> <p><b>Award 3-4 marks</b> for a good response which shows knowledge and understanding and assessment of the benefits each setting could have on Iwan's development.</p> <p><b>Award 5-6 marks</b> for a very good response which shows detailed knowledge and understanding and assessment of the benefits each setting could have on Iwan's development.</p> <p>Award a maximum of 4 marks if <b>only one</b> setting is considered.</p> <p>Response may refer to:</p> <p><b>New, large Welsh-medium, 3–19 school:</b></p> <ul style="list-style-type: none"> <li>• social interaction would be possible with other children of all ages</li> <li>• there may be wider opportunities for learning</li> <li>• learning will be built around curriculum framework</li> <li>• quality assurance checks will be required to ensure teaching is up to standard</li> <li>• sports grounds available – may have school mini-sports teams</li> <li>• they will have a wide range of resources to support curriculum areas</li> <li>• there will be definite routines within the setting</li> <li>• opportunity for nursery excursions, trips, extra-curricular activities</li> <li>• promotes bilingualism/fully supports Welsh language</li> <li>• reduced transitions as 3–19 years all in one school</li> <li>• will help Iwan learn appropriate behaviour in a set environment</li> <li>• may help well-being through socialising with peers.</li> </ul> <p><b>Home schooling:</b></p> <ul style="list-style-type: none"> <li>• Iwan's education can be tailored to his needs and interests</li> <li>• 'real life' education can play a major part (cooking, shopping, cleaning, gardening)</li> </ul>	<p>6</p>

Question	Answer	Total marks
	<ul style="list-style-type: none"><li>• Iwan and his mum will have the freedom and flexibility to integrate learning into whatever else is happening</li><li>• may strengthen family relationships</li><li>• will promote Iwan's independence; learn at own pace</li><li>• can widen opportunity for socialisation as can mix with a wider range of people other than just classmates</li><li>• can ensure family morals and values are predominant</li><li>• allows opportunity for language acquisition/development of choice.</li></ul> <p>This list is not exhaustive. Credit any other relevant response.</p>	

Question	Answer	Total Marks														
<p>4. (a)</p> <p>LO4 (4.1)</p>	<p><i>The Davies family have a daughter, Gwen, who is 5 years old. They also have a son, Daniel, who is 2 years old and has severe asthma which means he has frequent chest infections and sometimes he has breathing problems. Access to a range of services is very important to the family.</i></p> <p>(i) <i>Name <b>one</b> health service that the family may need to access.</i></p> <p><b>Award 1 mark</b> for naming a service from those included in the table below.</p> <p>(ii) <i>Outline the benefits to the family of accessing this service.</i></p> <p>Award up to 2 marks.</p> <p><b>Award 0 marks</b> where response is not creditworthy.  <b>Award 1 mark</b> for a basic response which shows limited knowledge and understanding of the benefits of accessing the service.  <b>Award 2 marks</b> for a good response which shows knowledge and understanding of the benefits of accessing the service.</p> <p>Response may refer to:</p> <table border="1" data-bbox="368 1025 1254 1615"> <thead> <tr> <th data-bbox="368 1025 687 1104">(i) Named health service</th> <th data-bbox="687 1025 1254 1104">(ii) The benefits of the service to the family</th> </tr> </thead> <tbody> <tr> <td data-bbox="368 1104 687 1218">Health Centre</td> <td data-bbox="687 1104 1254 1218">To receive a prescription, obtain medical advice, have treatment for minor injuries, monitor ongoing conditions.</td> </tr> <tr> <td data-bbox="368 1218 687 1296">Baby Clinic</td> <td data-bbox="687 1218 1254 1296">To receive immunisations and development checks.</td> </tr> <tr> <td data-bbox="368 1296 687 1375">Hospital services</td> <td data-bbox="687 1296 1254 1375">To access emergency services and attend specialist appointments.</td> </tr> <tr> <td data-bbox="368 1375 687 1453">Family planning clinic</td> <td data-bbox="687 1375 1254 1453">To access contraception and well woman advice for the mother.</td> </tr> <tr> <td data-bbox="368 1453 687 1532">Dentist</td> <td data-bbox="687 1453 1254 1532">To ensure good oral hygiene and dental health, e. g. when losing baby teeth.</td> </tr> <tr> <td data-bbox="368 1532 687 1615">Optician</td> <td data-bbox="687 1532 1254 1615">To ensure good eye health, prescribe spectacles as required.</td> </tr> </tbody> </table> <p>This list is not exhaustive. Credit any other relevant response.</p>	(i) Named health service	(ii) The benefits of the service to the family	Health Centre	To receive a prescription, obtain medical advice, have treatment for minor injuries, monitor ongoing conditions.	Baby Clinic	To receive immunisations and development checks.	Hospital services	To access emergency services and attend specialist appointments.	Family planning clinic	To access contraception and well woman advice for the mother.	Dentist	To ensure good oral hygiene and dental health, e. g. when losing baby teeth.	Optician	To ensure good eye health, prescribe spectacles as required.	<p>3</p>
(i) Named health service	(ii) The benefits of the service to the family															
Health Centre	To receive a prescription, obtain medical advice, have treatment for minor injuries, monitor ongoing conditions.															
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Optician	To ensure good eye health, prescribe spectacles as required.															

Question	Answer	Total marks
<p>(b)</p> <p>LO4 (4.1)</p>	<p><i>All children need to access different types of health care services at different stages in their lives.</i></p> <p><i>Identify <b>two</b> services from within allied health professions which could support the health, well-being, growth and development of children.</i></p> <p><b>Award 1 mark</b> for each service identified up to a maximum of 2 marks.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> <li>• podiatry</li> <li>• speech and language therapy</li> <li>• occupational therapy</li> <li>• dietetics</li> <li>• physiotherapy</li> <li>• audiology</li> <li>• orthoptics</li> <li>• art therapy/music therapy/drama therapy/play therapy.</li> </ul> <p>Credit responses that refer to the professional, e. g. podiatrist/dietician.</p>	<p>2</p>
<p>(c)</p> <p>(4.1)</p>	<p><i>Name <b>one</b> barrier that could prevent a child accessing a service that they need.</i></p> <p><b>Award 1 mark</b> for a named barrier.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> <li>• stigma</li> <li>• physical barriers</li> <li>• transport issues</li> <li>• availability of the services</li> <li>• financial (service may not be free).</li> </ul> <p>This list is not exhaustive. Credit any other relevant response.</p>	<p>1</p>
<p>(d)</p> <p>(4.1)</p>	<p><i>Explain what is meant by a direct referral.</i></p> <p><b>Award up to 3 marks.</b></p> <p><b>Award 0 marks</b> where response is not creditworthy. <b>Award 1 mark</b> for a basic explanation which shows little knowledge and understanding of what is meant by direct referral. <b>Award 2 marks</b> for a good explanation which shows some knowledge and understanding of what is meant by direct referral. <b>Award 3 marks</b> for a very good explanation which shows detailed knowledge and understanding of what is meant by direct referral.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> <li>• referral made by an individual gaining access to a service by turning up at a setting or making an appointment themselves and not involving anyone else, e. g. making an appointment with a GP by telephoning the surgery</li> <li>• referral made by a GP or any other health, social care or emergency services professional, e. g. GP referring a child to a dietician</li> <li>• when a parent or guardian arranges access for their child who is under 16 years old</li> <li>• can be self-referrals or professional referrals.</li> </ul>	<p>3</p>

5.	LO4 (4.2)	<p><i>Jon, aged 14, is living with cystic fibrosis. At times he needs regular physiotherapy and access to a range of health care services. He lives with his parents and his younger siblings in a quiet rural village. The family has a car and they enjoy trips away. Discuss how multi-agency working could provide Jon and his family with the care and support needed to promote health, well-being and development.</i></p> <p>Award up to 5 marks.</p> <p><b>Award 0 marks</b> where response is not creditworthy.  <b>Award 1 mark</b> for a limited discussion which shows little knowledge and understanding of how multi-agency working can provide Jon and his family with the care and support needed to promote health, well-being and development.  <b>Award 2-3 marks</b> for a basic discussion which shows some knowledge and understanding of how multi-agency working can provide Jon and his family with the care and support needed to promote health, well-being and development.  <b>Award 3-4 marks</b> for a good discussion which shows knowledge and understanding of how multi-agency working can provide Jon and his family with the care and support needed to promote health, well-being and development.  <b>Award 5 marks</b> for an excellent discussion which shows detailed knowledge and understanding of how multi-agency working can provide Jon and his family with the care and support needed to promote health, well-being and development.</p> <p>Response may refer to:  How multi-agency working could provide care and support:</p> <ul style="list-style-type: none"> <li>• seamless/more joined-up care – will meet Jon’s and his family’s specific needs</li> <li>• quicker, more efficient service</li> <li>• no repeat of tasks as everyone knows what the other is doing</li> <li>• signposting within the system</li> <li>• timely intervention</li> <li>• Jon and his family will get to see the right person at the right time</li> <li>• reduces time-wasting communication between the services and the family and between different teams within the sector.</li> </ul> <p>Services may be named as part of the discussion:</p> <ul style="list-style-type: none"> <li>• health care: paediatrician, mental health team, physiotherapist, occupational therapist, etc</li> <li>• social care: children’s clubs, day trips</li> <li>• respite care: Barnado’s, family aid.</li> </ul> <p>This list is not exhaustive.  Credit any other relevant response.</p>	5
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Question		Answer	Total marks
6.	(a)  LO4 (4.1)	<p><i>A clothing grant is one of a number of financial benefits available to promote inclusion.</i></p> <p>State <b>one</b> other type of financial support that is available to promote inclusion.</p> <p><b>Award 1 mark</b> for any named financial support from the list below:</p> <ul style="list-style-type: none"> <li>• free school meals</li> <li>• childcare offer</li> <li>• Tax-Free childcare</li> <li>• Universal credit.</li> </ul>	1
	(b)  LO4 (4.1)	<p><i>Describe how a clothing grant could support a child's health and well-being.</i></p> <p>Award up to <b>3</b> marks.</p> <p><b>Award 0 marks</b> where response is not creditworthy.  <b>Award 1 mark</b> for a basic description which shows little knowledge and understanding of how a clothing grant could support a child's health and well-being.  <b>Award 2 marks</b> for a good description which shows knowledge and understanding of how a clothing grant could support a child's health and well-being.  <b>Award 3 marks</b> for a very good description which shows detailed knowledge and understanding of how a clothing grant could support a child's health and well-being.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> <li>• physical health benefits, e. g. child is suitably dressed so is warm enough – avoids illness, etc</li> <li>• mental health benefits: child wears the same clothing as others in the setting – avoids bullying, child not wanting to go to the setting, etc</li> <li>• intellectual benefits: no reason for the child not to attend the setting, grant has to be spent on clothing</li> <li>• identity – positive effect on well-being</li> </ul> <p>This list is not exhaustive. Credit any other relevant response.</p>	3

Question	Answer	Total marks
<p>7.</p> <p>(a)</p> <p>LO2 (2.2)</p>	<p><i>It is 8am at Sunshine's Flying Start Nursery and all staff are busy setting up a variety of continuous provision for the children. The theme for the month is babies, as three of the children have recently had siblings. Staff have considered the types of resources that are required and have enhanced the water area with dolls, towels, nappies and bath wash. They have also amended the role play area into a baby clinic and the children are free to choose which activity they would like to take part in.</i></p> <p>State <b>three</b> factors that should be considered when planning continuous provision.</p> <p><b>Award 1 mark</b> per factor to be considered, up to a maximum of 3 marks, from the list below:</p> <ul style="list-style-type: none"> <li>• age</li> <li>• ability</li> <li>• theme</li> <li>• children's needs</li> <li>• learning opportunities</li> <li>• staffing ratios.</li> </ul>	<p>3</p>
<p>(b)</p> <p>LO2 (2.2) (2.1)</p>	<p>Identify <b>two</b> signs that the nursery is promoting holistic development.</p> <p><b>Award 1 mark</b> for each sign identified, that the nursery is providing holistic development, up to a maximum of 2 marks, from the list below:</p> <ul style="list-style-type: none"> <li>• range of activities</li> <li>• free choice</li> <li>• activities support transition</li> <li>• variety of resources to enhance activities/environment</li> <li>• adapting the environment.</li> </ul>	<p>2</p>

Question	Answer	Total marks
<p>(c)</p> <p>LO3</p> <p>(3.1)</p>	<p><i>Describe the Flying Start initiative.</i></p> <p>Award up to 5 marks.</p> <p><b>Award 0 marks</b> where response is not creditworthy.  <b>Award 1-2 marks</b> for a basic description which shows limited knowledge and understanding of the Flying Start initiative.  <b>Award 3-4 marks</b> for a good description which shows knowledge and understanding of the Flying Start initiative.  <b>Award 5 marks</b> for a very good description which shows detailed knowledge and understanding of of the Flying Start initiative.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> <li>• it is a Welsh government initiative</li> <li>• it targets and benefits children in disadvantaged areas in Wales</li> <li>• it builds on joint working to ensure best outcomes for the child and their family</li> <li>• it ensures new settings/extra places are made available in areas where it is most needed</li> <li>• it ensures child setting work with whole family – additional support mechanism</li> <li>• it offers parent training programmes</li> <li>• it fosters close links with other agencies – health visiting, speech and language, dietetics</li> <li>• it focuses on promoting a child’s development</li> <li>• it ensures children’s individual needs are met – child-centred provision.</li> </ul> <p>This list is not exhaustive.            Credit any other relevant response.</p>	<p>5</p>

Question	Answer	Total marks
<p>8.</p> <p>(a)</p> <p>LO3 (3.1)</p>	<p><i>In order to meet Care Inspectorate Wales (CIW) standards, all registered childcare settings in Wales must have key policies in place.</i></p> <p><i>A child protection policy is one example of a key policy.</i></p> <p><i>Name <b>two</b> other key policies that have an impact on childcare settings in Wales.</i></p> <p><b>Award 1 mark</b> for each named key policy up to a maximum of 2 marks.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> <li>• behaviour management</li> <li>• child protection</li> <li>• health and safety</li> <li>• fire safety</li> <li>• equal opportunities</li> <li>• complaints</li> <li>• lost/missing/not collected child procedure</li> <li>• nappy changing</li> <li>• statement of purpose</li> <li>• medication policy</li> <li>• confidentiality policy</li> <li>• bullying policy.</li> </ul> <p>This list is not exhaustive. Credit any other relevant response.</p>	<p>2</p>
<p>(b)</p> <p>LO3 (3.1)</p>	<p><i>Explain the purpose of a child protection policy within a childcare setting.</i></p> <p>Award up to <b>6</b> marks.</p> <p><b>Award 0 marks</b> where response is not creditworthy. <b>Award 1-2 marks</b> for a basic explanation which shows limited knowledge and understanding of the purpose of a <i>child protection policy</i> within a childcare setting. <b>Award 3-4 marks</b> for a good explanation which shows knowledge and understanding of the purpose of a <i>child protection policy</i> within a childcare setting. <b>Award 5-6 marks</b> for a very good explanation which shows detailed knowledge and understanding of the purpose of a <i>child protection policy</i> within a childcare setting.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> <li>• ensures all children are safe in the setting/fewer risks of incidents occurring</li> <li>• to provide all staff with the information needed to make a referral if abuse is suspected or disclosed</li> <li>• to outline the chain of referrals - who the safeguarding officer is and to know exactly what to do in the event of a</li> </ul>	<p>6</p>

	<p>disclosure and how to behave in a sensitive situation</p> <ul style="list-style-type: none"><li>• to ensure all staff know their roles and responsibilities in keeping children safe - Loco Parentis (taking on the responsibility for a child's welfare when in our care)</li><li>• to keep all children safe from harm and exploitation –</li><li>• ensure consistent approach by all staff members (standard procedures are followed)</li><li>• ensure all concerns are highlighted and escalated effectively and efficiently/nothing goes unreported</li><li>• ensure all staff are safe and protected within their role</li><li>• ensure families/carers have confidence in the service.</li></ul> <p>This list is not exhaustive. Credit any other relevant response.</p>	
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Question	Answer	Total marks
<p>9. LO4 (4.2)</p>	<p><i>Sara is the additional needs coordinator (ANC) in Ysgol Cae Glas. She enjoys this role as she works with a team of staff and a number of pupils from year 7 to year 11.</i></p> <p><i>Discuss how Sara's role can support staff and learners with additional needs to work towards achieving their full potential.</i></p> <p>Award up to 5 marks.</p> <p><b>Award 0 marks</b> where response is not creditworthy.  <b>Award 1-2 marks</b> for a basic discussion which shows limited knowledge and understanding of the role of the additional learning needs co-ordinator in supporting learners with additional needs to ensure they work towards achieving their full potential.  <b>Award 3-4 marks</b> for a good discussion which shows knowledge and understanding of the role of the additional learning needs co-ordinator in supporting learners with additional needs to ensure they work towards achieving their full potential.  <b>Award 5 marks</b> for a very good discussion which shows detail knowledge and understanding of the role of the additional learning needs co-ordinator in supporting learners with additional needs to ensure they work towards achieving their full potential.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> <li>• assess pupils to identify needs, place on additional needs register if required.</li> <li>• allocate appropriate key workers to work with the pupils</li> <li>• production and review of Individual Education Plans (IEPs) and ensuring staff are aware of these</li> <li>• ensuring consistent ways of working with the pupils</li> <li>• keeping parents informed of any decisions and actions following the school action plan</li> <li>• working with parents to ensure pupils' needs are catered for</li> <li>• ensure a child-centred approach is used</li> <li>• setting up one-to-one support to meet any additional needs</li> <li>• ensure all staff are following policies and legislation e.g., inclusion policy, Equality Act</li> <li>• requesting specialist equipment and resources for the pupils in the school</li> <li>• contact outside agencies for support such as the SALT (Speech and Language Therapy) School Action Plus</li> <li>• sharing information with all relevant parties to make sure all are well informed – can allow for efficient and quality multi-agency working to take place</li> <li>• facilitate working together to ensure early identification and intervention</li> <li>• facilitate regular meetings to draw upon pooled expertise from a range of agencies such as health, education and anyone whose job or voluntary position puts them in contact with the child, (year 7 – year 11) or their families</li> </ul>	<p>5</p>

		<ul style="list-style-type: none"> <li>• encourage sharing good practice between all agencies involved and updating on progress – preventative strategy to ensure real improvement in life outcome</li> <li>• setting up and attending pupil referral panels (PRP) where discussions can take place to ensure the correct support is in place for each child.</li> </ul> <p>This list is not exhaustive. Credit any other relevant response.</p>	
		<b>TOTAL</b>	<b>70</b>

## Mapping Quick Reference Grid

Sample Assessment Materials 2019				
Question	LO1	LO2	LO3	LO4
1. (a)	✓			
(b)	✓			
(c)	✓			
2. (a)	✓			
(b)		✓		
3.		✓		
4. (a)				✓
(b)				✓
5.				✓
6. (a)				✓
(b)				✓
7. (a)		✓		
(b)		✓		
(c)			✓	
8. (a)			✓	
(b)			✓	
9.				✓

**Mapping Document: Understanding Children’s Care, Play, Learning and Development**

Learning outcomes	Assessment criteria	SAMS external assessment	Question number	No of marks	Total marks per LO and % weighting	Minimum range marks per LO and % weighting
The learner will:	The learner can:					
<b>LO1</b> Stages and general patterns of physical, intellectual (cognitive), language, emotional and social development in children from conception to 19 years	<b>AC1.1</b> Stages and general patterns of physical growth and development	✓	1 (a) (i)	1	<b>17 marks</b>  <b>25%</b>	<b>14-17 marks</b>  <b>20-25%</b>
	<b>AC1.2</b> Stages and general patterns of intellectual (cognitive) development	✓	1 (b)	4		
	<b>AC1.3</b> Stages and general patterns of language development	✓	1 (a) (ii)	1		
	<b>AC1.4</b> Stages and general patterns of emotional development					
	<b>AC1.5</b> Stages and general patterns of social development	✓	1 (a) (ii) 2 (a)	1 4		
	<b>AC1.6</b> The holistic nature of development 0-19 years	✓	1 (c)	6		

Learning outcomes	Assessment criteria	SAMS external assessment	Question number	No of marks	Total marks per LO and % weighting	Minimum range marks per LO and % weighting
The learner will:	The learner can:					
<b>LO2</b> How learning environments can assist and support children's health, well-being, development and needs from 0-19 years	<b>AC2.1</b> How environments and resources can assist children's holistic development	✓	1 (c) 7 (b)	6 2	<b>17 marks</b>  <b>25%</b>	<b>17-21 marks</b>  <b>25-30%</b>
	<b>AC2.2</b> Factors to be considered when planning activities and the environment for children at different stages of development, in different childcare settings	✓	7 (a)	3		
	<b>AC2.3</b> The influence that different education and childcare settings may have on a child's development	✓	3	6		
<b>LO3</b> The impact of legislation in relation to all types of children's play, learning and development settings in Wales	<b>AC3.1</b> The value and impact of legislation, regulations, policies and current government initiatives in Wales	✓	7 (c)	5	<b>13 marks</b>	<b>10-14 marks</b>
			8 (a)	2		
			8 (b)	6		

Learning outcomes	Assessment criteria	SAMS external assessment	Question number	No of marks	Total marks per LO and % weighting	Minimum range marks per LO and % weighting
The learner will:	The learner can:					
<b>LO4</b> The role and value of the social care, education and health services available in Wales to support children's care, health, well-being and development needs	<b>AC4.1</b> The role and benefit of services that are accessed by children and their families/carers to support health and well-being	✓	*4 (a) 4 (b) 4 (c) 4 (d) 5 6 (a) 6 (b)	3 2 1 3 5 1 3	23 marks  33%	19-23 marks  28-33%
	<b>AC4.2</b> How children (and their family/carers) living with a range of conditions and/or additional needs can be supported by key stakeholders	✓	9	5		
			<b>Total marks</b>	<b>70</b>	<b>70</b>	

### Mapping Document

		Assessment requirements			SAMS	Summer 2020
Question	Mark allocation	(a)	(b)	(c)	Question type/command verbs	
1. (a)	3	✓			Complete a chart - identify area of development. Explain Analyse	
(b)	4	✓	✓			
(c)	6			✓		
2. (a)	4		✓		Describe Discuss	
(b)	6		✓			
3.	6			✓	Assess	
4. (a)	3	✓	✓		Name and Outline Identify Name Explain	
(b)	2	✓				
(c)	1	✓				
(d)	3		✓			
5.	5		✓		Discuss	
6. (a)	1	✓			State Describe	
(b)	3		✓			
7. (a)	3	✓			State Identify Describe	
(b)	2		✓			
(c)	5		✓			
8. (a)	2	✓			Name Explain	
(b)	6		✓			
9.	5			✓	Discuss	

All command verbs used in the SAMs have been tested with stakeholders and they were felt to be appropriate.

The mapping document will be used to ensure comparability across each live paper.