

WJEC Level 2 Children's Care, Play, Learning & Development: Core

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: Core

SAMPLE EXTERNAL ASSESSMENT

Multiple Choice Test

Level 2 Children's Care, Play, Learning and Development: Core

External Assessment

Sample confirmatory test 1 – paper version

Candidate name:	Centre name:
Candidate number:	Centre number:

INFORMATION FOR CANDIDATES

You must use a pen with black or blue ink.

Every question shows four possible answers, only one is correct.

You must attempt every question by identifying the correct response on the paper:
a, b, c or d.

You must tick "✓" **one** correct response.

This paper contains **50** questions.

This question paper is the property of WJEC and is to be returned after completion of the assessment.

1. Which legislation offers the greatest protection against discrimination in Wales?

(a)	Social Services Well-being (Wales) Act 2014	
(b)	The Children's Act 1989 and 2004	
(c)	The Well-being of Future Generations (Wales) Act 2015	
(d)	Equality Act 2010	

2. Families are invited into childcare settings regularly to share information about their cultural backgrounds. What is this an example of?

(a)	Individuality, differentiation and diversity being valued and celebrated	
(b)	The needs, rights and views of the child being followed	
(c)	Children's health and well-being being actively promoted	
(d)	A child-centred approach being actively promoted	

3. Which of these statements **best** describes a person with 'parental responsibility'?

(a)	A person who has the legal right to make decisions about a child's care and upbringing	
(b)	A person with responsibility for control of a child's finances and nursery fees	
(c)	A person with the responsibility of collecting a child from their childcare setting	
(d)	A person who has the right to have access to a child as a biological parent	

4. A photographer is coming to the childcare setting to take some photos for a publicity brochure. Which of these **must** be actioned before they visit?

(a)	Ensure the room is tidy and there are new wall displays that will be in the photos	
(b)	Ensure all staff are in their uniforms ready to be photographed	
(c)	Ensure parents have given written consent for their child's photo to be taken	
(d)	Ensure that there are a wide range of activities available to be photographed	

5. Ellie wants to walk down the Cylch Meithrin steps unaided. The childcare worker is concerned there is a risk involved as up to now someone has always held her hand. What action should the childcare worker take?

(a)	Say "no" as they wouldn't have discussed the risks with their line manager	
(b)	Allow Ellie to go ahead as she is determined and offer support to another child instead	
(c)	Say "no" to Ellie and insist that she holds their hand as this reduces any potential risks	
(d)	Allow Ellie to go ahead, maintain close supervision and intervene as needed.	

6. Which way of working **best** supports well-being and inclusion in a childcare setting?

(a)	Providing a safe and nurturing environment that is characterised by mutual respect	
(b)	Providing positive behaviour support by creating an environment for good behaviour	
(c)	Providing a social environment where children have free access to activities they enjoy	
(d)	Providing opportunities for health professionals to visit the setting to share initiatives	

7. Why it is **most** important for a childcare setting to recognise and support Welsh language?

(a)	To meet weekly planning objectives for the setting	
(b)	To fully utilise the Welsh language skills of a staff member	
(c)	To please the children as this is something the children enjoy	
(d)	To give children additional language skills for the future	

8. Language acquisition in a childcare setting is **best** described as a process by which a child:

(a)	Learns a new language through lessons to communicate effectively	
(b)	Learns the grammatical rules of a new language to structure sentences	
(c)	Learns how to use language through play activities to communicate effectively	
(d)	Learns how to write in a new language in sentences	

9. Why is it important to agree achievable goals and boundaries between the child, families/carers that support positive behaviour in young children?

(a)	To support the child to recognise how to behave with others around them	
(b)	To ensure that intervention is consistent with behaviour support plans, agreed ways of working and legal and work setting requirements	
(c)	To report any concerns to appropriate people where there are persistent difficulties in promoting positive behaviour	
(d)	To create a calm happy environment for all children in the setting	

10. Which of the following is an example of a transition a child may experience?

(a)	Starting full-time or part-time nursery	
(b)	Staying regularly with grandparents	
(c)	Attending a mother and toddler session	
(d)	Going on a day trip to the seaside	

11. Rolling over is an expected physical development milestone for a baby. What is the **next expected** stage of development?

(a)	Crawls or shuffles across the floor	
(b)	Sits up unaided without toppling over	
(c)	Walks around furniture unaided	
(d)	Pull themselves up onto all fours	

12. Which of the following factors is **most** likely to impact on a child's health and well-being?

(a)	Hunger and lack of sleep	
(b)	Being unwashed and not having clean clothes	
(c)	Lack of sleep and being unwashed	
(d)	Ill-fitting clothes and shoes	

13. Which health care professional would a child who has mobility issues be referred to by a GP or a paediatrician?

(a)	Play therapist	
(b)	Speech and language therapist	
(c)	Education Psychologist	
(d)	Physiotherapist	

14. Lena is choosing her own play activities instead of engaging in the group activity. Her key worker decides to allow this to continue. What is this **best** described as?

(a)	Lena having free choice and the opportunity to have more fun	
(b)	Lena being given the opportunity to learn additional skills	
(c)	Lena having developed a positive relationship with her key worker	
(d)	Lena having access to a positive learning experience	

15. What is the **main** reason for a childcare setting to provide periods of 'quiet time' as well as physical activity?

(a)	To ensure staff have time to set up new activities for the children	
(b)	To give the children time to recuperate and process their experiences	
(c)	To give staff time for complete daily record sheets for each child	
(d)	To ensure children have time to have a snack and think about what activity to do next	

16. You are outside with a group of children and two other staff members. One of the children is busy playing and you notice they have wet themselves. What should you do?

(a)	Call out for a member of staff to take them in and change them immediately	
(b)	Bring some clean clothes outside so the child doesn't have to leave their play	
(c)	Check that there are enough staff outside and quietly take the child in to change	
(d)	Wait until all the children go back inside, then change the child	

17. What must children do to have healthy teeth and gums?

(a)	Brush their teeth after every meal, for up to 2 minutes using fluoride toothpaste and rinse their mouths with water	
(b)	Brush their teeth every morning and night and after eating sweet foods for up to 2 minutes	
(c)	Brush their teeth twice a day, using fluoride toothpaste for up to 2 minutes, without rinsing with water	
(d)	Brush their teeth twice a day, for up to 2 minutes using fluoride toothpaste and rinse their mouths with water	

18. According to government guidance which milk is **not** recommended for under-fives?

(a)	Full fat milk	
(b)	Semi skimmed milk	
(c)	Skimmed milk	
(d)	A combination of semi and full fat milk	

19. Which of these activities carried out in a childcare setting would be **least** likely to encourage children to make healthy food choices?

(a)	Making fruit kebabs with the children	
(b)	Making cornflake cakes with the children	
(c)	Making a range of healthy snacks available	
(d)	Designing a vegetable plot outside	

20. Which document should a nursery manager use for guidance when writing a medication policy for the setting?

(a)	Welsh Government Foundation Phase framework 2015	
(b)	National Minimum Standards for Regulated Childcare 2016	
(c)	Health and Safety Act 1974	
(d)	Social Services and Well-being (Wales) Act 2014	

21. What is the main purpose of a job description for the employee?

(a)	To outline the policies and procedures of the setting	
(b)	To outline whose responsibility it is to complete certain duties	
(c)	To outline expectation and limitations of own duties and responsibilities	
(d)	To outline job roles to prevent conflict and stress in the work environment	

22. A new staff member has started working in a childcare setting. He is asked to read the policies and procedures of the setting. Why is it **most** important that he does this?

(a)	So the manager can sign off his induction paperwork	
(b)	So that he can sign his employment contract	
(c)	So that he knows how he should carry out his role	
(d)	So that he is aware of his pay and holiday entitlement	

23. Why is 'multi-agency working' important?

(a)	To demonstrate effective and efficient team work in the setting	
(b)	To provide seamless care for the children who attend the setting	
(c)	To achieve results more quickly for all the children who attend the setting	
(d)	To allow childcare workers to share good practice within the team	

24. Which of the following refers to safe handling of information including the storing, recording, maintaining confidentiality and sharing of information?

(a)	United Nations Convention on the Rights of the Child 1989	
(b)	Health and Safety Act 1974	
(c)	Social Services and Well-Being Act (Wales) 2014	
(d)	General Data Protection Regulation 2018	

25. Which is considered to be the safest method of storing information on children and staff in a childcare setting?

(a)	Electronically on a password protected computer	
(b)	Paper copies in a box file in an office	
(c)	Electronically on a removable storage device	
(d)	Paper copies in a box file in the staff room	

26. A member of staff has made reference to a child in the setting on social media. This will be considered to be a:

(a)	Genuine error and disciplinary matter	
(b)	Disciplinary matter and confidentiality issue	
(c)	Data protection issue and general error	
(d)	Genuine error and confidentiality matter	

27. What is the **main** purpose of the Welsh Language Standards 2018?

(a)	To ensure a multicultural approach in all settings	
(b)	To make all children who attend nursery settings in Wales bilingual	
(c)	To promote the use of the Welsh language in all settings	
(d)	To encourage more children to enter Welsh-medium settings	

28. Which of the following **best** describes the purpose of supervisions and appraisals?

(a)	Opportunity for managers to review progress of their staff and plan for further Continuing Professional Development	
(b)	Opportunity for the staff members to ask about holiday entitlement and promotion opportunities	
(c)	Opportunity to discuss children that are experiencing difficulties in the setting and new procedures to try	
(d)	Opportunity for managers and staff to work together on staff development and any issues that need to be addressed	

29. Which of these statements **best** describes 'e-safety' in a childcare setting?

(a)	Protection from electrical faults in relation to safe and responsible use of electronic equipment	
(b)	Protection from any use of computer software that is not appropriate for the age of the child	
(c)	Protection from people accessing personal data being stored on the computer in the setting	
(d)	Protecting children and self from harm by promoting and applying safe and responsible use of online technology	

30. A child has come into the meithrin, unwashed, in inappropriate clothing and is hungry. What is this **most** likely to be an indicator of:

(a)	Emotional abuse	
(b)	Sexual abuse	
(c)	Neglect	
(d)	Physical abuse	

31. What is the **main** role of a children's advocate in a safeguarding case?

(a)	To ensure that parents are aware of the child's needs and wishes before the advocate becomes involved	
(b)	To ensure that the child understands the procedures being followed and what is going to happen	
(c)	To ensure that the child can express their own wishes and feelings and the advocate speaks on their behalf	
(d)	To ensure that the parents are represented and the advocate speaks on their behalf	

32. Why is it **most** important that child-centred practice is followed in safeguarding?

(a)	So that the child's wishes are considered in the decision making process	
(b)	So that managers in settings have an input as they know children well	
(c)	So that parents are able to make decisions about their own children	
(d)	So that professionals can use their expertise to make decisions	

33. What practice must be in place to ensure childcare workers are protected in childcare settings?

(a)	Always ensuring a visitor's identity is checked before they sign in to the setting	
(b)	Always ensuring anyone collecting a child from the setting is authorised to do so	
(c)	Always ensuring the gate to the outside play area of the setting is locked	
(d)	Always ensuring there are at least two members of staff on duty at any one time	

34. What should a childcare worker do after a child has made a disclosure?

(a)	They should provide the line manager with verbal details of the disclosure within 48 hours	
(b)	They should inform the designated person in the setting of the disclosure verbally within 24 hours	
(c)	They should provide written details to the designated person in the setting immediately	
(d)	They should provide written details to the line manager before the end of the working day	

35. What is meant by the term 'Whistleblowing'?

(a)	When a person gossips outside the childcare setting	
(b)	When a person discusses issues with the parents outside of the childcare setting	
(c)	When a person does not keep to the rules in relation to confidentiality	
(d)	When a person responds to unethical practice by speaking up	

36. What actions must a staff member always **avoid** if she has noticed a child often has dirty clothes and a soiled nappy on arrival at the setting?

(a)	Recording and reporting her concerns to the nursery manager immediately	
(b)	Speaking to the parents at the nursery door when they drop off the child	
(c)	Discussing her concerns with the nursery manager when they have a break	
(d)	Changing the child's clothes and nappy as soon as he arrives in nursery	

37. Health and safety in the workplace is the responsibility of:

(a)	The designated person in the setting	
(b)	All staff that work in the setting	
(c)	The manager and deputy manager	
(d)	The caretaker and senior staff	

38. Which statement **best** describes what is meant by a 'risk assessment'?

(a)	The process used by the manager to identify hazards and risks within a setting	
(b)	A process used by the manager to identify and act on level of hazards and risks	
(c)	The process used to identify hazards, and minimise the level of harm through appropriate actions	
(d)	The documentation and process used to manage safety and security in a setting	

39. Which statement **best** describes why it is important to record incidents in relation to health and safety in a setting?

(a)	So parents have more trust in the setting and its staff	
(b)	So staff know what is expected of them if incidents occur	
(c)	So children and staff are kept safe at all times	
(d)	So incidences can be evaluated to prevent further accidents	

40. Which of these is the main and overall duty of the employer in a childcare setting in relation to fire safety?

(a)	To ensure that records of all fire drill practices are in place	
(b)	To ensure the staff know the fire drill procedures and undertake fire drill practice	
(c)	To ensure the safety of children, staff and visitors to the setting	
(d)	To ensure that any fire extinguishers are checked annually	

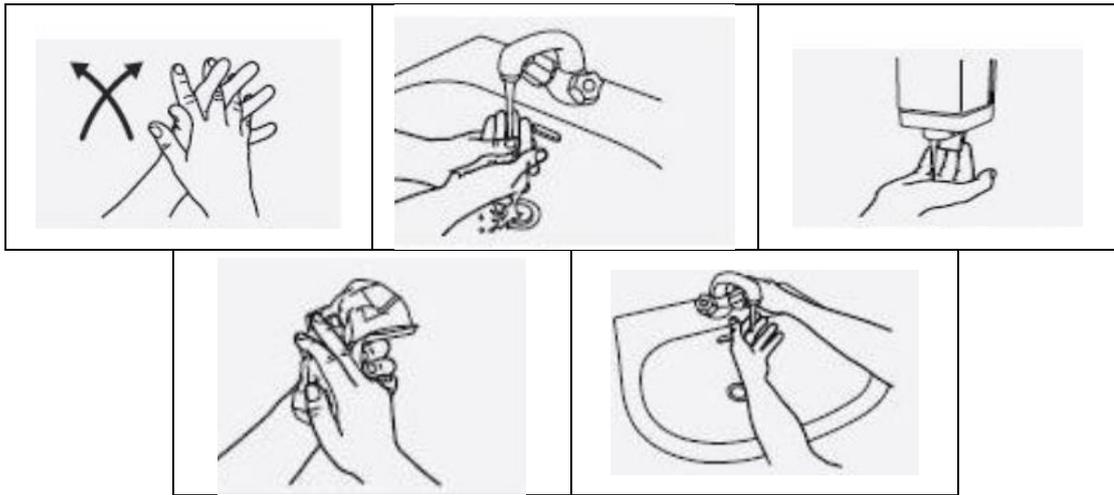
41. What is meant by the term 'moving and handling'?

(a)	Any activity carried out by workers involving large items of equipment in the setting	
(b)	An activity carried out following key legislation for maintaining equipment	
(c)	An activity that gives clear guidance for moving equipment	
(d)	Any activity involving lifting, lowering, carrying, pushing, pulling of equipment	

42. To whom must all confirmed or suspected cases of infectious diseases in a childcare setting be reported?

(a)	The local Health Protection Team	
(b)	The Health Visitor in the health centre	
(c)	The Environmental Health Officer	
(d)	The Health and Safety Officer	

43. Some of the stages of the Effective Handwashing Programme shown below have been muddled up.



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The correct order should be:

(a)	Wet, soap, rub thoroughly in different directions, rinse, dry	
(b)	Wet, rub thoroughly in different directions, soap, rinse, dry	
(c)	Soap rub thoroughly in different directions, wet, rinse, dry	
(d)	Wet, soap, rinse, rub thoroughly in different directions, dry	

44. Louise has started work in the baby room and during her induction her manager stressed the importance of wearing disposable gloves and an apron at all times. Why is this?

(a)	To ensure that her uniform remains clean and hygienic	
(b)	To ensure good hygiene and to prevent the spread of infection	
(c)	To ensure that staff realise she is working in the baby room	
(d)	To ensure the cleanliness of the nappy changing area	

45. Why is it **most** important that a childcare setting implements food safety measures?

(a)	To ensure there is sufficient food for all children attending	
(b)	To ensure all food looks and tastes good and is not wasted	
(c)	To ensure the children do not become ill with food poisoning	
(d)	To ensure the setting can be given a food hygiene certificate	

46. A staff member has been asked to prepare snacks for the children. Why is it important that all surfaces, utensils and equipment are clean before she starts?

(a)	To save time and make sure there is no need to stop to wash up	
(b)	To make sure she has everything she needs to make the snacks	
(c)	To make sure the snacks are hygienically prepared	
(d)	To make sure that the snacks are served in clean bowls	

47. Fruit tasting is one of the activities being undertaken by the children in a setting. What colour chopping board should the fruit be prepared on?

(a)	Blue	
(b)	Green	
(c)	Red	
(d)	Yellow	

48. Where should substances displaying this sign be stored in a childcare setting?



(a)	In the kitchen	
(b)	In the staff room	
(c)	On a shelf high up in the playroom	
(d)	In a locked cupboard	

49. A visitor arrives at a nursery and a childcare worker has opened the door. What should they do next?

(a)	Let them into the setting and take them to where they want to go	
(b)	Ask for identification, sign them in and arrange for them to speak to an appropriate person	
(c)	Sign them in to the setting then point them in the right direction to find who they need	
(d)	Leave them unattended at the door while they go and find the manager	

50. A member of staff is feeling stressed about her increasing workload. What should she do as a priority to support her well-being?

(a)	Speak to a friend or another member of staff	
(b)	Speak to the line manager or setting supervisor	
(c)	Work a longer day to make sure all work is completed	
(d)	Take time off work to have a rest then try again	

MARK SCHEME: MULTIPLE CHOICE TEST

The following table shows the correct answer key per question within the test plus the unit and assessment criterion reference that each question relates to.

Question	Correct key Answer	Unit	Assessment criteria
1	d	1	1.1
2	a	1	3.3
3	a	1	4.12
4	c	1	4.13
5	d	1	5.3
6	a	1	6.5
7	d	1	9.3 Welsh language
8	c	1	9.4
9	b	1	10.3
10	a	1	11.1
11	b	2	1.1
12	a	2	1.2
13	d	2	1.8
14	d	2	1.14
15	b	2	2.7
16	c	2	6.2
17	c	2	6.4
18	c	2	7.3
19	b	2	7.7
20	b	2	8.1
21	c	3	1.3
22	c	3	1.6
23	b	3	2.3
24	d	3	4.3
25	a	3	4.4
26	b	3	5.3
27	c	3	6.3
28	d	3	6.11
29	d	4	1.2
30	c	4	1.3
31	c	4	2.2
32	a	4	2.4
33	d	4	2.9 workers
34	c	4	4.3
35	d	4	4.5
36	b	4	4.4
37	b	5	1.2
38	c	5	2.1
39	d	5	2.7
40	c	5	3.2
41	d	5	4.1 moving and handling
42	a	5	5.6 employers
43	a	5	5.9
44	b	5	5.10
45	c	5	6.3
46	c	5	6.5
47	b	5	6.7
48	d	5	7.3
49	b	5	8.2
50	b	5	9.3
Total: 50 marks			
Pass mark			37/50



Level 2 Children's Care, Play, Learning and Development: Core

SAMPLE INTERNAL ASSESSMENT



Level 2 Children's Care, Play, Learning and Development: Core

Assessor Pack Internal Assessment (units: 001/002) – Oak Tree Nurseries

This assessor pack is comprised of:

- instructions and guidance for the assessor
- a copy of the Candidate Pack
- the mark scheme.

Instructions

This is a **summative assessment** to assess units 001 and 002. Candidates should only attempt this assessment when all the learning for these units has been completed.

The assessment outcome is **pass/fail**. There is a total of 30 marks available. **The pass mark for this assessment is 22.**

The assessment is comprised of:

- a pre-release scenario which must be provided to candidates two weeks prior to the assessment
- a set of questions/tasks which will be sat by the candidate. The candidate has 60 minutes to complete the questions/tasks.

The assessment must be:

- internally marked, by appropriately qualified staff, using the marking schemes provided. Please see the specification for details of staff requirements internally quality assured, by appropriately qualified staff
- externally quality assured/verified by WJEC
- compliant with the **Assessment Conditions** below.

Note: where additional valid responses have been accepted by the marker for any question; these should be recorded and kept for sharing with the external quality assurer. This is to support standardisation across centres and will allow additional valid responses to be added to the mark schemes at a later stage.

Assessment conditions

This assessment must be completed under the following conditions.

- The environment within which the assessments are completed must be controlled. There should be no interruption and no influences whatsoever whilst candidates are working on the tasks. However, whilst there is not a requirement for full or continual supervision, the centre must be able to authenticate that the candidate's work is their own.
- The candidate may have access to routine resources that may be available in 'real life' situations, for example PCs/laptops, tablets, dictionaries, calculators. Mobile phones or other transmitting/receiving are not permitted and the candidate may not access the internet during the assessment.
- The candidate is permitted to bring notes that they have made on the pre-release scenario into the assessment. A maximum of two sides of A4 notes will be permitted and candidates must be advised of this.
- Learners can review and redraft evidence independently within the time controls for the assessment. Assessors should not provide input or guidance to learners during the assessment time. This includes providing formative feedback on the evidence being produced.

Level 2 Children's Care, Play, Learning and Development: Core

Internal Assessment (units 001/002) – Oak Tree Nurseries (Sample) Candidate Pack

Candidate name:

Candidate number:

Centre name:

Centre number:

Instructions to Candidates

You have **1 hour** to complete this assessment.

The questions within this assessment are based on the pre-release scenario which will have been provided to you. A copy of the scenario is included within the pack.

- All questions are mandatory.
- Make sure you have read through the scenario and the questions carefully before you start to answer the questions.
- Some scenarios may be unfamiliar, however your responses may show application to generic principles you have learnt and be relevant to all early years and childcare settings.
- All work submitted must be **entirely** your own. You are not allowed to be given any help with the responses you are writing throughout this assessment.
- Make sure you hand in all of your work at the end of **each** session.
- You are not allowed to take any materials other than the case study away with you, or have access to these materials between sessions.
- Make sure you **sign a declaration** form at the end of every session working on these assessments.
- If you complete the questions on paper, and run out of space, use continuation paper, taking care to number the question(s) correctly.

For Assessor's use only (Exemplar for Questions Set A)

Question	Maximum Mark	Mark Awarded
1.	3	
2.	3	
3.	2	
4.	7	
5.	2	
6.	3	
7.	3	
8.	3	
9.	4	
Total	30	

Assessor's Comments:

Scenario – Oak Tree Nurseries

Oak Tree Nurseries is a large organisation based in Wales which provides a range of services offering high quality childcare from birth to 5 years of age.

The founder of Oak Tree Nurseries believes that children thrive in a healthy environment, and places great emphasis on promoting this in all of his childcare settings. He does this by only serving organic produce at mealtimes, providing large outdoor areas in all of his settings for gross motor play and exercise, and regular participation in healthy eating schemes.

All of the Oak Tree play environments are set up to maximise learning experiences, ensuring smooth transition between activities and access to the outdoors.

Child observations are used to inform planning of future activities and play environments to ensure a child-centred approach.

It's Monday at 8am and the children have started to arrive at an Oak Tree Nursery setting. As the children arrive in the pre-school room (ages 3-4) they are warmly greeted by the staff and each child is responsible for finding their own name card and for placing it on the register.

The staff have ensured that the environment looks stimulating, inviting and is suitable to meet the needs, interests and preferences of all the children in their care.

When Tom, aged 4, arrives in the room, he is a little reserved and appears reluctant to join in; he was very upset to leave mum. Tom has recently started at the setting. He was referred for an audiology assessment and everything was fine, so he is currently undergoing assessment for speech and language outside of the nursery. Tom's key worker Kate is fully aware of this and has been attending regular meetings with Tom's mum and other professionals to ensure a multi-agency approach and co-production.

Tom takes Kate's hand and she lets him guide her to the construction area. Kate sits with him for a while, interacting and encouraging the play by picking up tools and starting to build a structure. Many of the other children see this and eagerly join Kate and Tom and start to create a wall from the blocks. Tom soon starts to relax and plays co-operatively with the other children. Tom then starts to initiate play by moving on to the sand area as he wants to dig for treasure. To enable this, Kate gets jewels and coins to place in the sand.

Kate is seen spending a lot of one-to-one time with Tom throughout the day, whereas other children do not seem to need so much support. Kate attempts to communicate with Tom by engaging him in conversation and using positive gestures such as smiling and using a thumbs up signal.

Once all of the children have arrived, they are all guided to the mat for Circle Time. Kate ensures that Tom sits at the front as he often struggles to hear. Then the team leader, Lucy, sings the daily 'Bore da' (good morning) song and all of the children join in. Lucy then discusses the weather using lots of incidental Welsh throughout and outlines the activities on offer for the day. The children then freely choose which activity they would like to take part in.

One of these activities involves healthy eating during which the children will prepare a snack by washing, peeling and cutting some fruit. The children who choose the healthy eating activity go to wash their hands in readiness to prepare a snack.

During the activity the children make decisions about which fruit they would like to prepare and also engage in conversation about their favourite fruits. The children are given clear and age appropriate instructions on how to prepare the snack. The activity leader works with a small number of children at one time and also uses picture clues alongside the verbal instructions. Kate continues to support Tom one-to-one during this activity. She repeats instructions directly to Tom.

Ayisha, aged 3, decides to go over to the role-play area and starts to set up the table. She matches all of the coloured dishes and asks Steve, the nursery nurse, to sit with her. She then asks Steve what he would like to eat and writes his food order on her pad. Other children start to join in and Ayisha starts to take their orders. Steve notices that Ayisha is able to write her name independently followed by numbers 1 to 5. Steve notes this down on an observation sheet.

When the session comes to an end, the children pack away their equipment and meet back on the mat to discuss the day's activities. Lucy gives every child an opportunity to say what they've enjoyed doing that day. There are also photographs available to represent the activities to support the children.

Once the children have left, the staff are all required to evaluate the play environment that they have been working in during the day and based on Steve's observation of Ayisha, the staff decide to change the role-play area to a café.

Oak Tree Nurseries

Assessment Questions: Set A

1. Oak Tree Nursery settings pride themselves on placing a great emphasis on a child-centred approach.
 - (a) Outline why a child-centred approach is important to a setting such as Oak Tree Nursery. [1]
.....
.....
 - (b) Describe **two** ways in which the Oak Tree Nursery is supporting a child-centred approach. [2]
 - (i)
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 - (ii)
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2. Explain **three** strategies the setting is using to support children to gain the confidence to take part in activities when they first arrive. [3]
 - (i)
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 - (ii)
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 - (iii)
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3. Describe **two** principles of inclusion that Kate has used with Tom. [2]
 - (i)
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 - (ii)
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4. (a) Tom seems to have formed an attachment to his key worker Kate. Describe why this is important for Tom's development. [3]

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- (b) Recent assessments have confirmed Tom's speech and language needs. Explain the possible impact of Tom's speech and language needs on his health, well-being and holistic development. [4]

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5. Identify **two** ways that Kate is supporting Tom's speech and language development. [2]

(i)

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(ii)

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6. Describe how play and activities at Oak Tree Nursery are used to support the development of speech, language and communication. [3]

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7. Describe the advantages of being bilingual and multilingual in children's care, play, learning and development. [3]

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8. When working in a nursery, workers are often asked to contribute to the planning process, as part of their Continuing Professional Development.

Contribute to the activity plan by completing section (a) and (b) in the chart below.

Name of activity and description: Construction activity Children to build structures and buildings	
Resources: Wooden blocks Plastic bricks Duplo Hammer, pegs and boards	
(a)	Summarise the holistic learning opportunities for children when playing in the construction area. [2]
(b)	Outline why it is important to balance risk-taking during play with the benefits of activities such as these. [1]

9. Explain the importance of play for children's learning and development. [4]

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Mark Scheme – Oak Tree Nursery Assessment Questions: Set A		
	Unit 1: Principles and Values of Children's Care, Play, Learning and Development (0-19 years of age); and Unit 2: Health, Well-Being, Learning and Development	Question Paper 1
Question (spec ref)	Scenario 1	Total
1.(a) (unit 1, 4.2)	<p>Award 1 mark for a correct answer.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> encourages children to take learning into their own hands encourages children to take responsibility for making choices about what they will learn and explore encourages children to lead their own learning. <p>Credit any other valid response.</p>	1
1.(b) (unit 1, 4.8)	<p>Award 1 mark for each correct answer up to a maximum of 2 marks.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> child observations are used to inform planning of future activities and play environments staff are prepared to allow children to take the lead e.g. Tom takes Kate's hand and she lets him guide her to the construction area staff ensure that the children's needs are facilitated e.g. when Tom starts to initiate play by moving on to the sand area and he wants to dig for treasure; to enable this Kate gets jewels and coins to place in the sand the children are able to freely choose which activity they would like to take part in activities are changed regularly to meet the children's needs e.g. based on Steve's observation on Ayisha the staff decide to change the role-play area to a café. <p>Credit any other valid response.</p>	2
2. (unit 1, 11.3)	<p>Award 1 mark for each correct answer up to a maximum of 3 marks.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> the children are warmly greeted by the staff the staff have ensured the environment looks stimulating, inviting and suitable to meet the needs, interests and preferences of all the children in their care all key workers are fully aware of children's individual needs some staff, where appropriate, attend meetings with parents (Tom's mum) and other professionals to ensure a multi-agency approach and co-production the staff encourage children to guide them to where they wish to play staff ensure one-to-one time where appropriate e.g. Kate is seen spending a lot of one-to-one time with Tom throughout the day. <p>Credit any other valid response.</p>	3

<p>3. (unit 2, 5.5)</p>	<p>Award 1 mark for each correct answer up to a maximum of 2.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Kate ensures that Tom sits at the front as he often struggles to hear everything • Kate has been attending regular meetings with Tom's mum and other professionals to ensure a multi-agency approach and co-production • Kate sits with him for a while encouraging the play by picking up tools and starting to build a structure • Kate ensures Tom has all he needs e.g. when she gets jewels and coins to place in the sand. <p>Credit any other valid response.</p>	<p>2</p>
<p>4.(a) (unit 2, 1.4)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a basic description which shows little knowledge and understanding of why attachment is important. Award 2 marks for a good description which shows some knowledge and understanding of why attachment is important. Award 3 marks for a very good description which shows detailed knowledge and understanding of why attachment is important.</p> <p>Answers could include: It is important for Tom's development because:</p> <ul style="list-style-type: none"> • it ensures he is feeling safe and secure thus giving him a sense of security • it supports his social and emotional development • it supports the development of independence, self-esteem and well-being • children will feel confident, secure and be able to trust their relationship with adults in turn learning to trust their own decisions • provides him with the security and confidence to develop new relationships with other adults and children in the environment (Bowlby's theory). <p>Credit any other valid response.</p>	<p>3</p>
<p>4.(b) (unit 2, 1.2)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a limited explanation which shows little knowledge and understanding of the possible impact of Tom's speech and language needs on his health, well-being and holistic development. Award 2 marks for a basic explanation which shows some knowledge and understanding of the possible impact of Tom's speech and language needs on his health, well-being and holistic development. Award 3 marks. for a good explanation which shows knowledge and understanding of the possible impact of Tom's speech and language needs on his health, well-being and holistic development. Award 4 marks for an excellent explanation which shows detailed knowledge and understanding of the possible impact of Tom's speech and language needs on his health, well-being and holistic development.</p>	<p>4</p>

	<p>Answers could include:</p> <ul style="list-style-type: none"> • poor communication skills could lead to him being shy and reserved (although it doesn't appear to be the case) • he could be frustrated from not being understood by others in the setting • he could have low self-esteem • any frustration could lead to poor behaviour • he could take a while to settle which could unsettle others • his social development could be affected if he is not confident to communicate • he may not be keen to participate in activities such as singing and role-play which could impact on his holistic development. <p>Credit any other valid response.</p>	
<p>5. (unit 2, 4.5)</p>	<p>Award 1 mark for each correct answer up to a maximum of 2 marks.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Tom's key worker Kate is fully aware of this and has been attending regular meetings with Tom's mum and other professionals to ensure a multi-agency approach and co-production • Kate is seen spending a lot of one-to-one time with Tom throughout the day • Kate ensures that Tom sits at the front as he often struggles to hear everything. <p>Credit any other valid response.</p>	<p>2</p>
<p>6. (unit 2, 4.6)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a basic description which shows little knowledge and understanding of how play and activities at Oak Tree Nursery are used to support the development of speech, language and communication. Award 2 marks for a good description which shows some knowledge and understanding of how play and activities at Oak Tree Nursery are used to support the development of speech, language and communication. Award 3 marks for a very good description which shows detailed knowledge and understanding of how play and activities at Oak Tree Nursery are used to support the development of speech, language and communication.</p> <p>Answers could refer to any of the active engagement activities that promote speech, language and communication, that are mentioned in the case study or other examples seen in settings.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • during Circle Time the team leader sings the daily 'Bore Da' (good morning) song and all of the children join in • Lucy gives every child an opportunity to say what they've enjoyed doing that day • one of the children asks Steve what he would like to eat and writes his order on her pad, other children start to join in and Ayisha starts to take their orders • lots of opportunities given for discussion • nursery rhymes are regularly used during Circle Time as well as singing • children are encouraged to converse during role-play activities. <p>Credit any other valid response.</p>	<p>3</p>

<p>7. (unit 1, 9.2)</p>	<p>Award 1 mark for each correct answer.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • it impacts on cognitive development • understanding math concepts and solving word problems • developing strong thinking skills • using logic • focusing, remembering, and making decisions • thinking about language • learning other languages • being bilingual supports children in maintaining strong ties with their family, culture, and community • it's a key part of a child's developing identity • leads to flexible approaches to thinking through problems • promotes higher levels of abstract thought, which is important in learning • supports child-centred practice • employability – extends future opportunities. <p>Credit any other valid response.</p>	<p>3</p>
<p>8.(a) (unit 2, 3.12)</p>	<p>Award 0 marks where response is not creditworthy.</p> <p>Award 1 mark for a basic summary which shows some knowledge and understanding of the holistic learning opportunities for children when playing in the construction area</p> <p>Award 2 marks for a good summary which shows clear knowledge and understanding of the holistic learning opportunities for children when playing in the construction area</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • communication skills through interactions • problem solving skills through building structures • creative learning skills • gross motor skills • fine motor skills. <p>Credit any other valid response.</p>	<p>2</p>
<p>8.(b) (unit 2, 3.12)</p>	<p>Award 1 mark for a correct answer.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • because children need to learn how to take risks during activities and could be limited if there were no risks involved • as long as benefits outweigh the risks and a risk assessment is carried out, the activity is worth undertaking. <p>Credit any other valid response.</p>	<p>1</p>

<p>9. (unit 2, 3.2)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a limited explanation which shows little knowledge and understanding of the importance of play for children’s learning and development. Award 2 marks for a basic explanation which shows some knowledge and understanding of the importance of play for children’s learning and development. Award 3 marks for a good explanation which shows knowledge and understanding of the importance of play for children’s learning and development. Award 4 marks for an excellent explanation which shows detailed knowledge and understanding of the importance of play for children’s learning and development.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • play allows children to use their creativity while developing their imagination, dexterity, physical, cognitive, and emotional strength • through play, children develop resilience and flexibility, contributing to physical and emotional well-being • well-planned play helps children to think and make sense of the world around them • it develops and extends their linguistic and communication skills • enables them to be creative • enables them to investigate and explore different materials • provides them with opportunities to experiment and predict outcomes • opportunities for children to follow their own interests and ideas through free play • how play helps children with their self-worth and self-identity • the purpose of play/active learning is that it: <ul style="list-style-type: none"> • motivates • stimulates • supports • develops skills • develops concepts • develops language/communication skills, develops concentration • develops positive attitudes • demonstrates awareness/use of recent learning and skills • consolidates learning • develops self-esteem and self-worth. <p>Credit any other valid response.</p>	<p>4</p>
	<p>Total unit 1: 9 marks, unit 2: 21 marks</p>	<p>30 marks</p>



Level 2 Children's Care, Play, Learning and Development: Core

Assessor Pack Internal Assessment (001/003) – Flying Start

This assessor pack is comprised of:

- instructions and guidance for the assessor
- a copy of the Candidate Pack
- the mark scheme.

Instructions

This is a **summative assessment** to assess units 001 and 003. Candidates should only attempt this assessment when all the learning for these units has been completed.

The assessment outcome is **pass/fail**. There is a total of 30 marks available. **The pass mark for this assessment is 22.**

The assessment is comprised of:

- a pre-release scenario which must be provided to candidates two weeks prior to the assessment
- a set of questions/tasks which will be sat by the candidate. The candidate has 60 minutes to complete the questions/tasks.

The assessment must be:

- internally marked, by appropriately qualified staff, using the Marking Schemes provided. Please see the specification for details of staff requirements
- internally quality assured, by appropriately qualified staff
- externally quality assured/verified by WJEC
- compliant with the **Assessment Conditions** below.

Note: where additional valid responses have been accepted by the marker for any question; these should be recorded and kept for sharing with the external quality assurer. This is to support standardisation across centres and will allow additional valid responses to be added to the mark schemes at a later stage.

Assessment conditions

This assessment must be completed under the following conditions:

- The environment within which the assessments are completed must be controlled. There should be no interruption and/or undue influence whilst candidates are working on the tasks. However, whilst there is not a requirement for full or continual supervision; the centre must however be able to authenticate that the candidate's work is their own.
- The candidate may have access to routine resources that may be available in 'real life' situations, for example PCs/laptops, tablets, dictionaries, calculators. Mobile phones or other transmitting/receiving are not permitted and the candidate may not access the internet during the assessment.
- The candidate is permitted to bring notes that they have made on the pre-release scenario into the assessment. A maximum of two sides of A4 notes will be permitted and candidates must be advised of this.
- Learners can review and redraft evidence independently within the time controls for the assessment. Assessors should not provide input or guidance to learners during the assessment time. This includes providing formative feedback on the evidence being produced.

Level 2 Children's Care, Play, Learning and Development: Core

Internal Assessment (001/003) – Flying Start (Sample) Candidate pack

Candidate name:

Candidate number:

Centre name:

Centre number:

Instructions to Candidates

You have **1 hour** to complete this assessment.

The questions within this assessment are based on the pre-release scenario which will have been provided to you. A copy of the scenario is included within the pack.

- All questions are mandatory.
- Make sure you have read through the scenario and the questions carefully before you start to answer the questions.
- Some scenarios may be unfamiliar, however your responses may show application to generic principles you have learnt and be relevant to all early years and childcare settings.
- All work submitted must be **entirely** your own. You are not allowed to be given any help with the responses you are writing throughout this assessment.
- Make sure you hand in all of your work at the end of **each** session.
- You are not allowed to take any materials other than the case study away with you, or have access to these materials between sessions.
- Make sure you **sign a declaration** form at the end of every session working on this assessment
- If you complete the questions on paper, and run out of space, use continuation paper, taking care to number the question(s) correctly.

Assessor's use only		
Question	Maximum Mark	Mark Awarded
1.	2	
2.	6	
3.	2	
4.	2	
5.	2	
6.	5	
7.	4	
8.	2	
9.	5	
Total	30	

Assessor's Comments:

Scenario – Flying Start

Flying Start is a Welsh Government targeted early years programme which is available for eligible families with children under 4 years of age, who live in some of the most disadvantaged areas of Wales.

As a result of the extension to the areas in which Flying Start is delivered across Wales, a number of new childcare providers have been contracted, one of which is 'Little Gems' based in one of the South Wales Valleys.

The core elements of the Flying Start programme are drawn from a range of services that have been proven to influence positive outcomes for the children and their families who attend the settings.

These core elements include:

- free quality, part-time childcare for 2-3 year olds
- access to an enhanced Health Visitor service
- access to Parenting Programmes
- opportunities to support Early Language Development.

These core elements are delivered by a number of teams which differ in their structure and purpose, but all work together for the same positive outcomes.

Little Gems management team has spent the past 20 weeks registering its provision with Care Inspectorate Wales (CIW). This has involved producing robust and workable company policies based on current legislation to meet the national minimum standards, whilst also respecting the children's rights under the United Nations Convention on the Right of the Child (UNCRC).

The new manager has been appointed and has had to develop appropriate job roles, produce new job specifications, advertise four new posts, interview and appoint suitable individuals. They have also needed to prepare the environment to ensure that it meets the needs of the children due to start at the setting when it opens and launches the programme.

In order to fill the four new posts the manager conducted formal interviews as well as practical interviews, which took place in one of the existing well established Flying Start settings.

During the formal interviews, the manager needed to find out about each of the interviewee's experience in early years and childcare, as well as getting a feel for their values and beliefs and how they would draw upon those to support the children's well-being. During the practical interview it was important that the manager could see the interviewee engaging with the children and staff, demonstrating ways of working that support a child-centred approach. Following the interviews, the manager was able to appoint a floor leader and three nursery nurses.

Little Gems has now been open for 2 weeks; in this time all four new staff have completed a week's induction period which has taken them through:

- the aims of the Flying Start programme
- their job roles
- company policies and procedures
- the importance of confidentiality
- abiding by the General Data Protection Regulations (GDPR)
- duty of care policies and procedures.

The staff have been introduced to working with Flying Start Health Visitors, as well as the inclusion team and are now fully briefed on the role of partnership working, as well as the strong emphasis all settings place on a child-centred approach.

Sixteen places have been funded and the children are being integrated into the setting, allowing adequate time for them to settle.

Rosie, the floor leader, has been asked by management to start putting together planning for the environment. Rosie calls a team meeting in order for staff to contribute; each staff member is asked to bring any observations on the children along to the meeting, as well as any evaluations on activities already carried out. They use this to ensure that a child-led approach to planning and reflective practice is taken.

Another staff member, Ben, who has been assigned the role of Welsh language officer, suggests that incidental Welsh is used more regularly throughout the environment. Rosie asks Ben to plan methods to develop the staff's Welsh language skills in order to move this forward, whilst also supporting the language choice of children at Little Gems.

At the end of the staff meeting Rosie explains the importance of supervisions and that these will take place at the end of the month.

She provides each staff member with a form to complete before attending the supervision, on which they are asked to think about and record information on their practice and consider their continuing professional development.

As there had been a few issues in the press recently in relation to inappropriate use of social media e.g. "What a long week at work, can't wait for it to end #kids #stress", Rosie decides to introduce the new social media policy to each staff member during supervisions. The policy states that staff are to maintain professional conduct at all times. Each staff member is required to sign and date the policy.

Flying Start

Assessment Questions Set A

1. Policies and procedures play a vital role in underpinning practice. Complete the chart below.
 - (a) State **one** key policy that 'Little Gems' must follow.
 - (b) Describe how the named policy underpins practice. [2]

Policy	Description
(a)	(b)

2. All the staff in the nursery have been advised during their induction that handling information correctly is a high priority in the setting.
 - (a) State why it is important to know when it is appropriate to share recorded information with individuals. [1]

.....

.....
 - (b) Name **three** items of information that need to be recorded, reported and stored in Little Gems nursery. [3]
 - (i)
 -
 - (ii)
 -
 - (iii)
 -

(c) Describe **two** ways early years and childcare workers can maintain confidentiality. [2]

(i)

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(ii)

.....

3. During the first few weeks of opening, the manager at Little Gems kept checking that everyone knew what was within their direct responsibilities and emphasised that it was not a failing to ask for support.

Explain why it is important that the staff at Little Gems know how and when to seek additional support. [2]

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4. Many childcare settings pride themselves on placing a great emphasis on relationship-centred working.

Outline **two** ways that Little Gems implements relationship-centred working. [2]

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5. Describe the impact that childcare workers' own attitude and behaviours can have on the children attending the setting and their families. [2]

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6. When Little Gems plans for the environment, Rosie asks the staff to bring along children's observations and evaluations.

(a) Describe how staff at Little Gems nursery can use reflection to improve practice. [3]

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(b) State **two** ways Rosie is using reflective practice during supervisions. [2]

(i)

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(ii)

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7. (a) Complete the chart below to describe the role and responsibilities of the Flying Start Health Visitor. [2]

Professional	Role/Responsibilities
Flying Start Health Visitor	

(b) To ensure the Flying Start programme is delivered effectively, a number of different teams need to work together. State how this contributes to the well-being of the children and their families. [2]

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- (b) Ben has also noticed that Carwyn, a child who has started at the nursery, has less advanced communication skills than many of the others.

Explain **three** barriers to effective communication that children may experience before starting at a childcare setting. [3]

- (i)
-
- (ii)
-
- (iii)
-

Mark Scheme – Flying Start Assessment Questions: Set A		
	Unit 1: Principles and values of children’s care, Play learning and development (0-19 years of age) Unit 3: Professional Practice as an Early Years and Childcare Worker	Question Paper 1
Question (spec ref)	Case Study 2	Total
1.(a) and (b) (unit 1 1.2)	<p>Award 1 mark for (a) a named policy and 1 mark for (b) the description of how the policy underpins practice:</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Child protection: Protecting the child from harm or abuse Childrens Act, UNCRC, Local Safeguarding Children Board (LSCB) and All Wales Child Protection Procedures, Social Services and Well-being (Wales) Act 2014. • Behaviour management: Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others. Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour. • Special needs: Ensure that all stakeholders, including parents and staff understand and use a consistent approach in implementing support for young people with special educational needs. Code of Practice for Special Educational Needs (or Additional Learning Needs). • Inclusion/Additional needs: Ensures the incorporation of children and families into the service to ensure that all individuals have an equal opportunity to achieve their maximum potential. SEN Code of Practice. • Complaints: A systematic method used by organisations for receiving, recording and responding to complaints made by their customers to ensure that complaints are responded to efficiently and effectively and learnt from. • Equal opportunities: Ensures an anti-discriminatory practice. Equalities act 2010. • Health and Safety: Ensure that all children are prevented from harm or injury, hygiene requirements, reduces risks of accident/incident to a child Health and Safety (First Aid) Regulations 1981. 	2

<p>2.(a) (unit 3, 4.10)</p>	<p>Award 1 mark for any one correct response.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • to maintain the rights of the children/individuals • to safeguard children in the setting • to safeguard staff in the setting • to ensure appropriate use of personal information • to maintain confidentiality as appropriate. <p>Credit any other valid response.</p>	<p>1</p>
<p>2.(b) (unit 3.4.7)</p>	<p>Award 1 mark for each item of information that would need to be recorded, reported and stored to a maximum of 3 marks.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • accidents and incidents • sickness • concerns • complaints • medication • attendance • medical history • allergies. <p>Credit any other valid response.</p>	<p>3</p>
<p>2.(c) (unit 3,1.14)</p>	<p>Award 1 mark for any description of how childcare workers can maintain confidentiality up to a maximum of 2 marks.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • confidentiality policies and procedures in place are followed • all information logged is locked away • all electronic devices are password protected • staff not to discuss outside of the setting personal or confidential information • personal information is only shared with the individual child's parent/carer unless doing so would put the child at harm • all personal information is disposed of responsibly. <p>Credit any other valid response.</p>	<p>2</p>
<p>3. (unit 3.1.5)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a basic explanation which shows some knowledge and understanding of why it is important that the staff at Little Gems know how and when to seek additional support. Award 2 marks for a good explanation which shows clear knowledge and understanding of why it is important that the staff at Little Gems know how and when to seek additional support.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • to avoid mistakes • protection and well-being of the children • to ensure that staff are happy in their role • to support the staff 	<p>2</p>

	<ul style="list-style-type: none"> ensure the well-being of staff is maintained. <p>Credit any other valid response.</p>	
4. (unit 1,7.1)	<p>Award 1 mark for each correct response up to a maximum of 2 marks.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> team meetings partnership working with Health Visitors, parenting team, inclusion team planning as a team evaluating as a team induction period supervisions. <p>Credit any other valid response.</p>	2
5. (unit 1,12.1)	<p>Award 0 marks where response is not creditworthy.</p> <p>Award 1 mark for a response that relates to one positive or negative attitude.</p> <p>Award 2 marks for two points, either positive or negative, or one of each.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> positive attitudes and behaviours will have a positive impact on children and families positive attitudes and behaviours will help make the child want to attend the setting positive attitudes and behaviours will make the child feel confident positive attitudes and behaviours will teach the child about values (honesty, gratitude, love, courtesy and respect, generosity, forgiveness and compassion, responsibility) negative attitudes and behaviours could cause distress and anxiety to children and families negative attitudes and behaviours could cause the child to become reserved, quiet and withdrawn negative attitudes and behaviours could mean that the child may not want to attend the setting. <p>Credit any other valid response.</p>	2

<p>6.(a) (unit 3,1.12)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a basic description which shows little knowledge and understanding of how staff at Little Gems nursery can use reflection to improve practice. Award 2 marks for a good description which shows some knowledge and understanding of how staff at Little Gems nursery can use reflection to improve practice. Award 3 marks for a very good description which shows detailed knowledge and understanding of how staff at Little Gems nursery can use reflection to improve practice.</p> <p>Answers could include: Reflection will enable staff at Little Gems nursery to:</p> <ul style="list-style-type: none"> • decide how best to improve the environment • increase learning from an experience or situation • implement change for the better • identify actions for improvements. <p>Reflection can take place through:</p> <ul style="list-style-type: none"> • questioning • evaluating • what you do and why • important part of learning • looking back. <p>Credit any other valid response.</p>	<p>3</p>
<p>6.(b) (unit 3.6.13)</p>	<p>Award 1 mark for each response up to a maximum of 2 marks.</p> <ul style="list-style-type: none"> • asking staff to record information on their practice • considering continuous professional development. 	<p>2</p>
<p>7.(a) (unit 3.2.2)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a basic description which shows some knowledge and understanding of the role and responsibilities of the Flying Start Health Visitor. Award 2 marks for a good description which shows clear knowledge and understanding of the role and responsibilities of the Flying Start Health Visitor.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • care and support to families with children from birth to 5 years • duties may include: giving advice to new parents on feeding babies, hygiene, safety and sleeping • working closely with social services and other organisations to safeguard and protect children. <p>Credit any other valid response.</p>	<p>2</p>

<p>7.(b) (unit 3.3.3)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a basic response in relation to how teamwork contributes to the well-being of children. Award 2 marks for a more detailed response in relation to how teamwork contributes to the well-being of children.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • it allows everyone to share experiences which will help to provide the best service to the child • it helps to ensure that the child has access to all the services they require • improves the well-being of the children as allows everyone to have a greater understanding of the child's needs. <p>Credit any other valid response.</p>	<p>2</p>
<p>8. (unit 3.5.2)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark each per description up to a maximum of 2 marks.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • doesn't reflect well on Little Gems • unprofessional • disrespectful • doesn't suggest they are happy in their role • disciplinary matter. <p>Credit any other valid response.</p>	<p>2</p>
<p>9.(a) (unit 3.6.17)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a basic explanation. Award 2 marks for a more detailed explanation which refers to staff and children.</p> <p>Answers could include:</p> <p>Staff:</p> <ul style="list-style-type: none"> • encourages confidence in speaking the Welsh language • allows for the Welsh language to feel more natural. <p>Children:</p> <ul style="list-style-type: none"> • encourages confidence in listening to the Welsh language • make them feel more at ease if the Welsh language is what they are used to • introduces them to a new language. <p>Credit any other valid response.</p>	<p>2</p>

<p>9.(b) (unit 1,8.9)</p>	<p>Award 1 mark per barrier to communication that children may experience up to a maximum of 3 marks.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • they may have a hearing problem • they may have speech difficulties • lack of stimulation at home to converse e.g. only child • position within a family – sometimes a second child communicates less, or with some, more than first • there may be language differences and the difficulty in understanding unfamiliar accents • cultural differences – different cultures have different ways. <p>Credit any other valid response.</p>	<p>3</p>
	<p>Total Unit 1: 9 marks, Unit 3: 21 marks</p>	<p>30 marks</p>



Level 2 Children's Care, Play, Learning and Development: Core

Assessor Pack Internal Assessment (001/004) – Malik (Sample)

This assessor pack is comprised of:

- instructions and guidance for the assessor
- a copy of the Candidate Pack
- the mark scheme.

Instructions

This is a **summative assessment** to assess units 001 and 004. Candidates should only attempt this assessment when all the learning for these units has been completed.

The assessment outcome is **pass/fail**. There is a total of 30 marks available. **The pass mark for this assessment is 22.**

The assessment is comprised of:

- a pre-release scenario which must be provided to candidates two weeks prior to the assessment
- a set of questions/tasks which will be sat by the candidate. The candidate has 60 minutes to complete the questions/tasks.

The assessment must be:

- internally marked, by appropriately qualified staff, using the Marking Schemes provided. Please see the specification for details of staff requirements
- internally quality assured, by appropriately qualified staff
- externally quality assured/verified by WJEC
- compliant with the **Assessment Conditions** below.

Note: where additional valid responses have been accepted by the marker for any question; these should be recorded and kept for sharing with the external quality assurer. This is to support standardisation across centres and will allow additional valid responses to be added to the mark schemes at a later stage.

Assessment conditions

This assessment must be completed under the following conditions:

- The environment within which the assessments are completed must be controlled. There should be no interruption and/or undue influence whilst candidates are working on the tasks. However, whilst there is not a requirement for full or continual supervision; the centre must however be able to authenticate that the candidate's work is their own.
- The candidate may have access to routine resources that may be available in 'real life' situations, for example PCs/laptops, tablets, dictionaries, calculators. Mobile phones or other transmitting/receiving are not permitted and the candidate may not access the internet during the assessment.
- The candidate is permitted to bring notes that they have made on the pre-release scenario into the assessment. A maximum of two sides of A4 notes will be permitted and candidates must be advised of this.
- Learners can review and redraft evidence independently within the time controls for the assessment. Assessors should not provide input or guidance to learners during the assessment time. This includes providing formative feedback on the evidence being produced.

Level 2 Children's Care, Play, Learning and Development: Core

Internal Assessment (001/004) – Malik (Sample) Candidate pack

Candidate name:

Candidate number:

Centre name:

Centre number:

Instructions to Candidates

You have **1 hour** to complete this assessment.

The questions within this assessment are based on the pre-release scenario which will have been provided to you. A copy of the scenario is included within the pack.

- All questions are mandatory.
- Make sure you have read through the scenario and the questions carefully before you start to answer the questions.
- Some scenarios may be unfamiliar, however your responses may show application to generic principles you have learnt and be relevant to all early years and childcare settings.
- All work submitted must be **entirely** your own. You are not allowed to be given any help with the responses you are writing throughout this assessment.
- Make sure you hand in all of your work at the end of **each** session.
- You are not allowed to take any materials other than the case study away with you, or have access to these materials between sessions.
- Make sure you **sign a declaration** form at the end of every session working on this assessment.
- If you complete the questions on paper, and run out of space, use continuation paper, taking care to number the question(s) correctly.

For Assessor's use only		
Question	Maximum Mark	Mark Awarded
1.	2	
2.	1	
3.	2	
4.	2	
5.	3	
6.	8	
7.	4	
8.	4	
9.	4	
Total	30	

Assessor's Comments:

Scenario – Malik

2016: Malik was born in his home town; Malik's mum Sarah and dad Idris are both 16 years old. The couple are heavily supported by Sarah's mum who they live with. Sarah's mum is currently on an alcohol dependency programme and is doing really well. Sarah is happy to see her mum doing well as, when she was growing up, she was often left to fend for herself while her mum was drunk.

2018: Malik is now 2 years old, dad is no longer present and Sarah has left her mum's house due to her mum's continuous battle with alcohol dependency.

Sarah is currently living in a hostel awaiting a Housing Association house to become available.

Sarah has been struggling recently with her living conditions as well as dealing with Malik alone. She has been given information by her Health Visitor about training sessions run by the parenting programme which provide crèche facilities for Malik.

Before starting at the crèche Sarah is required to complete a registration form which asks about Malik's preferences, culture, beliefs, family composition, medical history and address.

By the 3rd session, crèche workers notice that Malik is often hungry when he arrives, and he will often ask them for food. As they are experienced staff, they are concerned that this may be something they need to keep a close eye on.

Parents are asked to bring along a piece of fruit for their children to eat during the two hour session but Malik's mum has forgotten to bring something each time.

2019: Malik is now 3 years old and is attending his 10th session at the crèche; mum has explained when dropping off that Malik will be collected by her new partner who is also with her on the drop off. Malik seems extremely distressed which is unusual. Mum notices this and quickly explains that he woke early and is tired. As the staff take Malik into the playroom he struggles to settle and starts to say, "I don't like him, I don't like him."

One member of staff, Dan, has a very good relationship with Malik and he soon manages to calm and pacify Malik and encourage him to join in with some activities. However, when playing in the home and family corner Malik becomes extremely aggressive with the dolls. He shouts, "Get off me, get off me." Dan, decides he needs to spend a little more time with Malik during the session. Dan does not question Malik but ensures he is available for him to talk to.

Malik seemed to be fine towards the end of the session, however on collection Malik becomes even more distressed than he was to begin with. This seemed to be a reaction to him being collected by mum's new partner. Malik screams as he leaves the setting. The Staff refer to their safeguarding procedures.

Malik returns the next day, dropped off by mum as mum is attending a five day course to help her access more suitable employment. The crèche worker who accepts Malik into the setting notices bruising on mum's arm and thinks that mum seems a little quieter than usual. Mum is quick to tell the workers that Malik is not his usual self and that, "he's been jealous since meeting my partner as it's only been me and him and we have also recently moved into a new house."

Malik's mum also reported that Malik had had a fall the previous night and had been taken to the local Accident and Emergency Department. He was limping slightly but there was no further treatment needed.

During the session Malik again seems to be a bit out of character and once again plays aggressively with the dolls and he even starts banging two dolls together.

Dan, who has already discussed Malik with his room leader, knows fully what is expected of him in his role. He again stays close to Malik to support him during the session and ensures that he will have time to listen when Malik wants to talk.

Malik

Assessment Questions: Set A

Transitions can have a positive or negative impact on a child's well-being.

1. Describe the impact of one transition that Malik is experiencing regarding his well-being. [2]

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2. Outline **one** way the crèche workers are ensuring they are treating Malik with respect and dignity. [1]

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3. Explain the importance of family and others in supporting children's well-being. [2]

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4. Explain why it is important that the crèche has information on Malik's preferences, culture, beliefs, family composition, medical history and address. [2]

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5. Dan, who is an experienced childcare worker, is concerned about Malik's well-being. Describe the signs and symptoms of abuse that Malik is presenting which are causing Dan to think Malik could be at risk. [3]

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6. Policies and procedures have to be followed when there are safeguarding concerns. A childcare worker has been asked to complete a report with their Team Leader to record their concerns in relation to Malik. Complete the sections in the table below to show knowledge of what needs to be considered when writing the report.

Name of Child: Malik	
Date of Birth: 24.4.2016	
(a)	Describe how child protection concerns should be recorded and reported according to standard policies and procedures. [2]
	Recorded
	Reported
(b)	State what information should be reported and recorded and describe where this information should be stored. [4]
	Recorded and reported
	Stored
(c)	Outline the actions to be taken when there are on-going concerns or where concerns have not been addressed after reporting. [2]

7. Explain why it is important that the crèche establishes relationships that support trust and rapport with children, their family and their carers. [4]

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8. Describe **two** reasons why Malik and his mum, Sarah may be more likely to be at risk from harm or abuse than other children and families who may attend the crèche. [4]

(i)

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(ii)

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9. Complete the chart below.

(a) Name **two** legislation and national policies that relate to the safeguarding of children. [2]

(b) Describe how legislation supports a rights-based approach? [2]

Legislation and national policies	Description of how legislation supports a rights-based approach
1.	
2.	

Mark Scheme – Malik Assessment Questions: Set A										
	Unit 1: Principles and Values of Children’s Care, Play, Learning and Development (0-19 years of age) and Unit 4: Safeguarding Children	Question Paper 1								
Question (spec ref)	Case Study	Total								
1. (unit 1.11.2)	<p>Award 1 mark for naming the transition.</p> <p>Award 1 mark for each description of factors that make the transition positive or negative.</p> <p>Answers could include:</p> <table border="1"> <thead> <tr> <th>Transition</th> <th>Factors: positive or negative.</th> </tr> </thead> <tbody> <tr> <td>Living conditions changing</td> <td>insecurity, unsure of where is home, lack of structure</td> </tr> <tr> <td>Starting crèche</td> <td>developing social skills, getting continuity of care, being protected</td> </tr> <tr> <td>New partner being around</td> <td>jealousy, could be at risk, could be a support for mum, less continuity of care</td> </tr> </tbody> </table> <p>Credit any other valid response.</p>	Transition	Factors: positive or negative.	Living conditions changing	insecurity, unsure of where is home, lack of structure	Starting crèche	developing social skills, getting continuity of care, being protected	New partner being around	jealousy, could be at risk, could be a support for mum, less continuity of care	2
Transition	Factors: positive or negative.									
Living conditions changing	insecurity, unsure of where is home, lack of structure									
Starting crèche	developing social skills, getting continuity of care, being protected									
New partner being around	jealousy, could be at risk, could be a support for mum, less continuity of care									
2. (unit 1, 4.7)	<p>Award 1 mark for any one correct answer.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • staff spending time with Malik • not questioning him but being around to listen to him • contacting mum rather than talking to her when Malik is around • staff member staying close for support and allowing time to listen to him. <p>Credit any other valid response.</p>	1								
3. (unit 1, 6.4)	<p>Award 0 marks where response is not creditworthy.</p> <p>Award 1 mark for a basic explanation which shows some knowledge and understanding of the importance of family and others in supporting children’s well-being.</p> <p>Award 2 marks for a good explanation which shows clear knowledge and understanding of the importance of family and others in supporting children’s well-being .</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • will help children feel valued and loved so they will have positive mental health • social interaction – help develop communication skills, speech and language • providing shelter – physical and mental health • providing food – physical health • engagement in activities – physical health, social development. <p>Credit any other valid response.</p>	2								

<p>4. (unit 1, 4.5)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a basic explanation which shows some knowledge and understanding of why it is important that the crèche has information on Malik's preferences, culture, beliefs, family composition, medical history and address. Award 2 marks for a good explanation which shows clear knowledge and understanding of why it is important that the crèche has information on Malik's preferences, culture, beliefs, family composition, medical history and address.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • safety • security • integration • respecting family values and beliefs • understand health needs • meeting the child's needs. <p>Credit any other valid response.</p>	<p>2</p>
<p>5. (unit 4, 1.4)</p>	<p>Award 1 mark for each response up to a maximum of 3 marks.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Mailk could be a victim of neglect as he is often hungry • Malik could be a victim of physical/emotional abuse as there are signs that he has witnessed aggressive behaviour. • Malik could be a victim of physical/emotional abuse as his behaviour has changed at the setting during the day and at drop off times • Malik's reluctance to be with mum's new partner could be a sign he is a victim of abuse • Malik could be a victim of physical abuse as he was taken to A and E. <p>Credit any other valid response.</p>	<p>3</p>
<p>6.(a) (unit 4, 1.8)</p>	<p>Award 1 mark for a description of any valid point as shown below.</p> <p>Answers could include:</p> <p>Recorded:</p> <ul style="list-style-type: none"> • written as soon after the event/disclosure as possible to avoid forgetting key pieces of information • there should be no additions, interruptions, prompts or conjecture to what the child has said • using clear, straightforward language • be concise, legible and comprehensive • be accurate in fact and distinguish between fact, opinion, judgement and hypothesis. <p>Award 1 mark for a correct description of who concerns should be reported to.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • should be reported to the designated safeguarding officer in the setting/senior member of staff immediately • information should not be shared with parents/carers <p>Credit any other valid response.</p>	<p>2</p>

<p>6.(b) (unit 4, 4.7)</p>	<p>(b) What information should be recorded and reported?</p> <p>Award 1 mark per item of information should be recorded and reported up to a maximum of 2.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • the full name, address and date of birth (or age) of the child • date • time of disclosure/writing of the report • type of concern • signs and symptoms that are a concern. <p>Where should information be stored? Award 0 marks where response is not creditworthy. Award 1 mark for a basic description of where information is stored. Award 2 marks for a good description of where information is stored.</p> <ul style="list-style-type: none"> • information will be stored in a locked cupboard/filing cabinet • information will be stored in a locked cupboard/filing cabinet within the childcare setting • according to confidentiality and child protection policies and procedures. • there should be limited access only senior staff have access. <p>Credit any other valid response.</p>	<p>2</p> <p>2</p>
<p>6.(c) (unit 4, 4.3)</p>	<p>(c) Action to be taken when there are on-going concerns or where concerns have not been addressed after reporting.</p> <p>Award 1 mark per response:</p> <ul style="list-style-type: none"> • follow company policies and procedures • continue to record and report incidents to senior staff • referral to MASH or LSCB directly • follow up on referrals • refer to the all Wales child protection procedures • continue to support the child. <p>Credit any other valid response.</p>	<p>2</p>
<p>7. (unit 4, 2.3)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a limited explanation which shows little knowledge and understanding of why it is important that the crèche establishes relationships that support trust and rapport with children, their family and their carers. Award 2 marks for a basic explanation which shows some knowledge and understanding of why it is important that the crèche establishes relationships that support trust and rapport with children, their family and their carers. Award 3 marks for a good explanation which shows knowledge and understanding of why it is important that the crèche establishes relationships that support trust and rapport with children, their family and their carers. Award 4 marks for an excellent explanation which shows detailed knowledge and understanding of why it is important that the crèche establishes relationships that support trust and rapport with children, their family and their carers.</p> <p>Answers could include:</p> <p>Children:</p> <ul style="list-style-type: none"> • children begin developing their social and emotional skills, which influence children's mental health and well-being, now and in the future • children learn these skills through their important relationships 	<p>4</p>

	<ul style="list-style-type: none"> • secure attachments form from strong relationships. <p>Family and carers:</p> <ul style="list-style-type: none"> • parents, grandparents or foster carers are the most important people in young children’s lives – they know them better than anyone • it is from them that children learn about their family cultures and religious beliefs • they are the child’s first teachers and can powerfully influence a child’s attitudes and development • children feel more confident and positive about themselves and their learning when parents and caregivers work together in an atmosphere of mutual respect • when you are friendly and have a genuine interest in the children, parents come to like and trust you, and a mutual respect can flourish • critical to provide the best care. <p>Credit any other valid response.</p>	
<p>8. (unit 4, 3.1)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a basic description of why Malik and his mum are more likely to be at risk from harm or abuse than other children and families who attend the crèche. Award 2 marks for a detailed description of the importance of why Malik and his mum are more likely to be at risk from harm or abuse than other children and families who attend the crèche. Award up to 2 marks each for any two suggestions.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Sarah was a victim of neglect herself as this often carries forward • Sarah’s mum’s alcohol dependency may have meant she was not a good role model • Sarah’s living arrangements can add to neglect or stress • struggling to deal with Malik alone which can add stress to the situation and can display itself in abuse, Sarah may resent Malik • poverty which means inadequate amounts and type of food in the home, inadequate heating, lack of trips away etc. all impact on health and well-being • new relationship; partner is an unknown quantity. <p>Credit any other valid response.</p>	<p>4</p>
<p>9.(a) (unit 4, 1.5)</p>	<p>Award 1 mark for each correct answer up to a maximum of 2 marks.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • Children Act 1989 and 2004 • All-Wales Child Protection Policy and Procedures 2008 • Working Together under the Children Act 2004 • Care Standards Act 2000 • Social Services and Well-being (Wales) Act 2014. 	<p>2</p>

<p>9.(b) (unit 1, 2.2)</p>	<p>Award 0 marks where response is not creditworthy. Award 1 mark for a basic description of how legislation supports a rights-based approach. Award 2 marks for a more detailed description of how legislation supports a rights-based approach.</p> <p>Answers could include:</p> <ul style="list-style-type: none"> • provides accountability of individuals • provides accountability of individuals who are responsible for respecting, protecting and fulfilling a child's right to be protected. <p>Credit any other valid response.</p>	<p>2</p>
	<p>Total Unit 1: 9 marks, Unit 4: 21 marks</p>	<p>30 marks</p>



This form must be submitted with evidence for verification.

Declaration of Authenticity

Candidate name

Candidate number

Centre name

Centre number

Candidate:

I confirm that all work submitted is my own, and that I have acknowledged all sources I have used.

Candidate signature

Date

Tutor/Assessor:

I confirm that all work was conducted under conditions designed to assure the authenticity of the candidate's work, and am satisfied that, to the best of my knowledge, the work produced is solely that of the candidate.

Tutor/Assessor signature

Date

Note:

Where the candidate and/or tutor/assessor is unable to, or does not confirm authenticity through signing this declaration form, the work will not be accepted at moderation and a mark of zero will be given. If any question of authenticity arises, the tutor/assessor may be contacted for justification of authentication.