

GCE A LEVEL



# WJEC GCE A LEVEL in HEALTH AND SOCIAL CARE, AND CHILDCARE

APPROVED BY QUALIFICATIONS WALES

## SAMPLE ASSESSMENT MATERIALS - UNIT 3

Teaching from 2020  
For award from 2022

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



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**GCE A LEVEL  
HEALTH AND SOCIAL CARE, AND CHILDCARE**

**UNIT 3**

**THEORETICAL PERSPECTIVES OF CHILDREN'S  
AND YOUNG PEOPLE'S DEVELOPMENT**

**SAMPLE ASSESSMENT MATERIALS**

**PRE-RELEASED MATERIAL**

**TO BE MADE AVAILABLE TO CANDIDATES  
FROM 01 MARCH 20xx**

**INSTRUCTIONS FOR CANDIDATES**

You must **not** take this material or any associated research material into the examination with you.

**INFORMATION FOR CANDIDATES**

The information overleaf is provided to assist your preparation for Section A in the Theoretical Perspectives of Children's and Young People's Development examination.

The questions in Section A of the Theoretical Perspectives of Children's and Young People's Development examination will relate to a case study provided within the question paper.

**The context for Section A** in the Unit 3 examination for summer xx is outlined below.

Nathan is an eight-year-old boy who has experienced several changes at school and at home during the last few months, including the arrival of a baby sister.

These changes have caused him to become distressed and withdrawn in school, though he still actively participates in expressive, creative activities.

Nathan increasingly displays behaviour that challenges at home and in school. His parents are worried and have arranged a meeting with Nathan's school to voice their concerns.

In preparation for Section A in the Unit 3 examination paper, you are advised to investigate:

- key areas of development in children and young people: physical, cognitive, language, intellectual, social and emotional
- the purpose of play
- types of play
- factors that affect the behaviour of children and young people
- strategies and approaches that support children and young people to develop positive behaviour patterns.

Candidate Name	Centre Number					Candidate Number				



**GCE A LEVEL  
HEALTH AND SOCIAL CARE, AND CHILDCARE**

**UNIT 3**

**THEORETICAL PERSPECTIVES OF CHILDREN'S  
AND YOUNG PEOPLE'S DEVELOPMENT**

**SAMPLE ASSESSMENT MATERIALS**

**2 hours 30 Minutes**

**INSTRUCTIONS FOR CANDIDATES**

Answer **ALL** questions.

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

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**

Section A questions relate to the pre-released material.

The number of marks is given in brackets at the end of each question or part question. You are advised to divide your time accordingly.

The total number of marks available is 100.

You are reminded of the need for good English and orderly, clear presentation in your answers. The quality of your written communication, including appropriate use of punctuation and grammar, will be assessed in your answer to question 5.

### **Case study for use with questions 1 and 2 in Section A**

Nathan is an eight-year-old boy who has recently moved into a new area with his family: his mother, father, his twin brother Aaron and his sister Gwen, who is 6 weeks old. Since Gwen was born, the household has been extremely busy, caring for the new baby and having lots of visitors.

Nathan and Aaron have started at the local primary school and have been placed in the same class. This is causing some issues because Nathan and Aaron are unfamiliar with the setting.

Nathan's parents are concerned because he sometimes presents with behaviour that challenges and this has become more frequent in the last few months. Nathan's behaviour includes:

- becoming distressed if his daily routine is changed
- preferring to play independently rather than with others
- taking toys away from other children
- becoming overwhelmed in a noisy environment.

Nathan's parents try to reward his positive behaviour, but increasingly let him have his own way, finding his reactions challenging and demanding of their time.

Nathan is most comfortable when he is able to follow a familiar pattern of activities and when his twin brother is close by, because Aaron supports Nathan throughout the day.

Nathan has some difficulties moving around the classroom, he sometimes falls over and bumps into furniture and other children. This can be upsetting for Nathan and the other children concerned.

Nathan's language is not well developed and this can hinder him when he tries to communicate and express his feelings. This can lead to Nathan becoming overwhelmed and withdrawing from class activities. However, Nathan does enjoy art and creative work, where he is able to express himself in a different way.

Nathan finds physical education difficult, particularly when he is a member of a team. However, Nathan likes to cheer for his twin brother when Aaron plays football at the weekends.

Because they are worried about Nathan, his parents have arranged to meet with his teaching team to voice their concerns. Nathan's mother has kept an on-going diary of challenging incidents during the last few months to discuss with the teaching team at school.

**SECTION A**

*Answer **all** questions.*

1. Read the case study on Nathan and answer the questions below.

(a) Outline **three** factors that may be influencing Nathan's behaviour. [6]

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- (b) Describe the expected emotional and social pattern of development for an eight-year-old child, such as Nathan. [6]

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- (c) Explain how Nathan's positive behaviour can be promoted at home and in school. [8]

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2. There are several factors that can have an impact on a child's behaviour. In order to support behaviour, practitioners need to be aware of these factors.

- (a) Assess the potential impact of **two** sociological factors which may affect Nathan's behaviour. [6]

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- (b) Describe the purpose of play and assess the potential impact of **creative play** on Nathan's development, with reference to **two** examples. [14]

[illegible]

## SECTION B

Answer **all** questions.

3. Practitioners are interested in children's holistic development, which includes their physical, cognitive and language development.
- (a) Describe, with reference to gross motor skills and fine motor skills, the key milestones of physical development for a child aged between 0 and 2 years. [6]

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(b) Explain how Vygotsky's theory can help our understanding of cognitive development of children. [6]

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- (c) Asses how imaginative play can promote the development of language for a child aged 1-3 years. [8]

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4. Play underpins the Foundation Phase Framework.
- (a) Explain the importance of play for the development of knowledge and understanding of the world, in the Foundation Phase. [6]

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- (b) Describe the purpose of child-directed play in the Foundation Phase Framework. [8]

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- (c) Justify how structured play and unstructured play can support the development of intellectual skills. [8]

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5. Lily is two years old and has recently started attending a crèche for three days a week. This is the first time that Lily has been separated from her mother for extended periods of time.

Lily is finding the change very stressful and this is affecting her behaviour. To help young children settle into the crèche, and cope with change, staff implement a robust routine and key person system.

Describe the purpose of the key person approach and analyse the potential impact of this approach on Lily. [18]

This image shows a full page of white paper with horizontal dotted lines. The lines are evenly spaced and run across the width of the page, providing a guide for handwriting practice. There are no margins, text, or other markings on the page.

For continuation only

[illegible]

## MARK SCHEME

### Guidance for examiners

#### Positive marking

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

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

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

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

#### Banded mark schemes

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

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

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

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

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

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

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

### **Stage 1 – Deciding on the band**

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

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

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

### **Stage 2 – Deciding on the mark**

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

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

Section A						
Question		Answer	AO1	AO2	AO3	Total Mark
1.	Read the case study on Nathan and answer the questions below.					
	(a)	Outline <b>three</b> factors that may be influencing Nathan's behaviour.	6			6
		<p>Award <b>up to 2 marks</b> for each correct factor within the case study that may be influencing Nathan's behaviour.</p> <p><b>Award 1 mark</b> for a basic outline showing some knowledge and understanding of factors which may be influencing Nathan's behaviour.</p> <p><b>Award 2 marks</b> for a good outline showing clear knowledge and understanding of factors which may be influencing Nathan's behaviour.</p> <p>Answers may refer to any three from:</p> <ul style="list-style-type: none"><li>• birth of a sibling – disruption within the house, less attention on Nathan, increased amount of visitors to visit new baby, increased negative behaviour to seek attention</li><li>• moving house – new surroundings and routine, needs reassurance from adults, increased negative behaviour</li><li>• starting school – new teacher and educational surroundings, new school day routine, maybe changed travel arrangements to and from school, unclear of timings throughout the day, feeling unsettled</li><li>• parenting styles – parents let him have his own way due to lack of time and pressure of having a new baby</li><li>• family – position within the family, needs to share attention of adults, share home environment and possessions with another sibling.</li></ul> <p>Credit any other relevant response.</p>				

Question		Answer	AO1	AO2	AO3	Total Mark
	(b)	<i>Describe the expected emotional and social pattern of development for an eight-year-old child, such as Nathan.</i>	6			6
		<p>Answers may refer to:</p> <p>Social:</p> <ul style="list-style-type: none"> <li>• taking part in group activities and able to speak up for themselves</li> <li>• developing lasting friendships</li> <li>• developing a growing independence and self-worth</li> <li>• developing own view point which may differ from parents and/or peers.</li> </ul> <p>Emotional:</p> <ul style="list-style-type: none"> <li>• beginning to react to peer pressure</li> <li>• becoming critical and reflective of own performance and participation</li> <li>• displaying emotions, sometimes frustration and anger</li> <li>• possibly becoming shy and withdrawn</li> <li>• emotions changing quickly</li> <li>• showing sense of responsibility for own routines.</li> </ul> <p>Credit any other relevant response.</p>				

Band	AO1
<b>3</b>	<p><b>5-6 marks</b></p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> <li>• thorough knowledge and understanding of the expected emotional and social pattern of development for an eight-year-old child</li> <li>• a confident grasp of relevant concepts.</li> </ul>
<b>2</b>	<p><b>3-4 marks</b></p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> <li>• generally secure knowledge and understanding of the expected emotional and/or social pattern of development for an eight-year-old child</li> <li>• generally secure grasp of relevant concepts.</li> </ul>
<b>1</b>	<p><b>1-2 marks</b></p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of the expected emotional and/or social pattern of development for an eight-year-old child</li> <li>• some grasp of basic concepts.</li> </ul>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total Mark
	(c)	<i>Explain how Nathan's positive behaviour can be promoted at home and in school.</i>		8		8
		<p>Answers may refer to:</p> <p>The school and home should ideally work together, to help ensure that there is a consistent approach to promoting Nathan's positive behaviour.</p> <p>Good communication between Nathan's parents and his teachers is important to ensure consistent routines are applied.</p> <p>Approaches for promoting positive behaviour include:</p> <ul style="list-style-type: none"> <li>• modelling – e.g. parents/teachers acting as role models</li> <li>• setting boundaries – e.g. rules at home/in school</li> <li>• consistency – between home and school</li> <li>• reinforcement – e.g. praise, rewards</li> <li>• creating an environment for good behaviour – e.g. structured, planned days.</li> </ul> <p>Nathan's parents and his teachers should agree a behaviour policy which:</p> <ul style="list-style-type: none"> <li>• justifies expectations</li> <li>• includes Nathan's input</li> <li>• expresses rules positively</li> <li>• includes rules about group behaviours</li> <li>• promotes resilience strategies.</li> </ul> <p>Responses may also refer to formal strategies for promoting positive behaviour:</p> <ul style="list-style-type: none"> <li>• providing an environment at home and in school that is positive and supportive</li> <li>• implementing strategies for building skills and strengthening positive behaviours</li> <li>• implementing strategies for decreasing undesired behaviour.</li> </ul> <p>Credit any other valid response.</p>				

Band	AO2
4	<p style="text-align: center;"><b>7-8 marks</b></p> <p>An excellent explanation which shows:</p> <ul style="list-style-type: none"> <li>thorough knowledge and understanding of how Nathan's positive behaviour can be promoted at home and in school</li> <li>a confident grasp of a range of strategies/approaches that could be applied to promote positive behaviour from Nathan.</li> </ul>
3	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> <li>generally secure knowledge and understanding of how Nathan's positive behaviour can be promoted at home and in school</li> <li>a generally secure grasp of strategies/approaches that could be applied to promote positive behaviour from Nathan.</li> </ul>
2	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> <li>some knowledge and understanding of how Nathan's positive behaviour can be promoted at home and/or in school.</li> <li>some grasp of strategies/approaches that could be applied to promote positive behaviour from Nathan.</li> </ul>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A limited explanation which shows:</p> <ul style="list-style-type: none"> <li>little knowledge and understanding of how Nathan's positive behaviour can be promoted at home or in school.</li> <li>little grasp of strategies/approaches that could be applied to promote positive behaviour from Nathan.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
2.	<i>There are several factors that can have an impact on a child's behaviour. In order to support behaviour, practitioners need to be aware of these factors.</i>				
(a)	<i>Assess the potential impact of <b>two</b> sociological factors which may affect Nathan's behaviour.</i>			6	6
	<p>Answers may refer to:</p> <p>Sociological factors arise from, for example, culture, community, family and school.</p> <p>These factors could have a negative impact on Nathan's behaviour, such as:</p> <ul style="list-style-type: none"> <li>• family structure: a change in family structure such as new sibling, could mean that Nathan receives less attention, and he may display increased negative behaviour for attention</li> <li>• environmental: moving into a new area and starting at a new school could mean that Nathan's daily routine has become disrupted, he has become unsettled and he may display increased negative behaviour</li> <li>• socio-economic: financial constraints may be a factor, as a new sibling could put financial pressure on family finances, therefore Nathan has fewer treats and rewards, he may feel left out and display increased negative behaviour.</li> </ul> <p>The same factors could have a positive impact on Nathan's behaviour, such as:</p> <ul style="list-style-type: none"> <li>• family structure: a change in family structure such as new sibling, could mean that Nathan becomes more independent and takes responsibility for his own actions</li> <li>• environmental: moving into a new area and starting at a new school could mean that Nathan adapts well to his new daily routine, makes new friends and displays increased positive behaviour</li> <li>• socio-economic: the move to a new area could be related to new employment opportunities and increased income for the family. This could mean that Nathan has more treats and rewards than in the past, he may feel more valued and display increased positive behaviour.</li> </ul> <p>Potential positive impact on Nathan's behaviour should be credited, even though the case study focuses on aspects of his behaviour which challenges, because the question asks for potential impact rather than actual impact.</p> <p>Credit any other valid response.</p>				

Band	AO3
3	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A very good assessment which shows:</p> <ul style="list-style-type: none"> <li>• reasoned judgements about the potential impact of two sociological factors which may affect Nathan's behaviour</li> <li>• confident engagement with the concept of sociological factors and their potential impact on Nathan's behaviour.</li> </ul>
2	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A good assessment which shows:</p> <ul style="list-style-type: none"> <li>• generally valid judgements about the potential impact of two sociological factors which may affect Nathan's behaviour</li> <li>• straightforward engagement with the concept of sociological factors and their potential impact on Nathan's behaviour.</li> </ul>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A basic assessment which shows:</p> <ul style="list-style-type: none"> <li>• little evidence of judgements about the potential impact of sociological factors which may affect Nathan's behaviour</li> <li>• some engagement with the concept of sociological factors and their potential impact on Nathan's behaviour.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

(A maximum of 3 marks may be awarded if the response relates to one sociological factor only.)

Question		Answer	AO1	AO2	AO3	Total Mark
	(b)	<i>Describe the purpose of play and assess the potential impact of <b>creative play</b> on Nathan's development, with reference to <b>two</b> examples.</i>	6		8	14
		<p>Answers may refer to:</p> <p>The purpose of play is to allow children to use their creativity while developing their imagination, dexterity, physical, cognitive, and emotional strength. Through play children engage and interact in the world around them.</p> <p>Candidates are required to refer to two examples of creative play and assess the potential impact on Nathan's development. Possible examples and potential impacts are listed below.</p> <p>Examples of creative play:</p> <ul style="list-style-type: none"> <li>• arts and crafts activities – painting, mark making, junk modelling, play dough, salt dough, stamping</li> <li>• role play activities – dressing up, change of character, accent and tone, creating a scene, improvising props and resources</li> <li>• drama and acting activities – copying a character, creating an image, following a story, adapting resources and props</li> <li>• dance and movement – expressing feelings through dance movements, physical development, moving to music and sound</li> <li>• outdoor activities – using natural materials</li> <li>• environmental activities</li> <li>• song time and rhythm time</li> <li>• story time – following a story, using props to enhance characters, listening and understanding the concepts of the story, understanding the meaning</li> <li>• circle time – discuss previous events and news, present their story and vision of past events</li> <li>• music making – creating sounds and rhythm using actual musical instruments or handmade instruments.</li> </ul> <p>Potential impact of creative play on Nathan's development:</p> <ul style="list-style-type: none"> <li>• physical development – fine and gross motor skills, hand-eye coordination, dressing up skills, space and movement, balance, coordination</li> <li>• intellectual development – colours, shapes, textures, numbers, size, volume, mathematical development, exploring skills</li> <li>• language development – new words and phrases, tone, voice, questioning skills, answer and response technique</li> <li>• emotional development – express feelings, emotions, worries, concerns, provide clarification and justification, receive praise and encouragement</li> <li>• social development – turn taking, sharing, acknowledging others and needs, socialising with</li> </ul>				

	<p>friends, making new friends, playing with older/younger children.</p> <p>Candidates may also refer to other examples of how creative play may support Nathan's development, such as:</p> <ul style="list-style-type: none"> <li>• helping him to express his anxieties</li> <li>• developing his listening skills</li> <li>• allowing him to express his thoughts in a creative way</li> <li>• helping him to accept praise and encouragement for each activity in the areas where he has done well</li> <li>• allowing him free choice to select a creative activity he enjoys – developing sense of independence.</li> </ul> <p>Credit any other valid response.</p>				
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Band	AO1	AO3
4	<p>There are no Band 4 marks for this assessment objective.</p> <p>6 marks are awarded as for Band 3.</p>	<p><b>7-8 marks</b></p> <p>An excellent assessment demonstrating:</p> <ul style="list-style-type: none"> <li>• perceptive and informed judgements about the potential impact of creative play on Nathan's development</li> <li>• confident and detailed engagement with the principles of creative play and their potential impact, with reference to two examples.</li> </ul>
3	<p><b>5-6 marks</b></p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> <li>• thorough knowledge and understanding of the purpose of play and the potential impact of creative play on development</li> <li>• a confident grasp of relevant concepts.</li> </ul>	<p><b>5-6 marks</b></p> <p>A good assessment demonstrating:</p> <ul style="list-style-type: none"> <li>• reasoned judgements about the potential impact of creative play on Nathan's development</li> <li>• thorough engagement with the principles of creative play and their potential impact, with reference to two examples.</li> </ul>
2	<p><b>3-4 marks</b></p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> <li>• generally secure knowledge and understanding of the purpose of play and the potential impact of creative play on development</li> <li>• a generally secure grasp of relevant concepts.</li> </ul>	<p><b>3-4 marks</b></p> <p>A basic assessment demonstrating:</p> <ul style="list-style-type: none"> <li>• generally valid judgements about the potential impact of creative play on Nathan's development</li> <li>• straightforward engagement with the principles of creative play and their potential impact, with reference to one or two examples.</li> </ul>
1	<p><b>1-2 marks</b></p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of the purpose of play and the potential impact of creative play on development</li> <li>• some grasp of basic concepts.</li> </ul>	<p><b>1-2 marks</b></p> <p>A limited assessment demonstrating:</p> <ul style="list-style-type: none"> <li>• little evidence of judgements about the potential impact of creative play on Nathan's development</li> <li>• little engagement with the principles of creative play and their potential impact.</li> </ul>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

(A maximum of **4 marks** may be awarded for AO3 if the response refers to one example of creative play only.)

Section B						
Question		Answer	AO1	AO2	AO3	Total Mark
3.	Practitioners are interested in children’s holistic development, which includes their physical, cognitive and language development.					
	(a)	Describe, with reference to gross motor skills and fine motor skills, the key milestones of physical development for a child aged between 0 and 2 years.	6			6
		Answers may refer to:  development of <b>gross motor skills</b> for 0-2 year-olds such as: <ul style="list-style-type: none"><li>• head control</li><li>• sitting up</li><li>• crawling</li><li>• standing</li><li>• walking</li><li>• running</li><li>• hopping</li><li>• jumping</li><li>• riding a tricycle</li><li>• catching/kicking a ball.</li></ul> development of <b>fine motor skills</b> for 0-2 year-olds such as: <ul style="list-style-type: none"><li>• palmar grasp</li><li>• fingers and thumb grasp</li><li>• finger and thumb pincer grasp</li><li>• transferring objects from one hand to the other</li><li>• passing an object from one hand to another</li><li>• feeding self with a spoon</li><li>• building a tower</li><li>• turning pages of cardboard books</li><li>• pointing at objects with index finger.</li></ul> Credit any other relevant response.				

Band	AO1
3	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> <li>thorough knowledge and understanding of the key milestones of physical development including both gross and fine motor skills for a child aged between 0 and 2 years</li> <li>a confident grasp of relevant concepts.</li> </ul>
2	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> <li>generally secure knowledge and understanding of the key milestones of physical development including gross and/or fine motor skills for a child aged between 0 and 2 years</li> <li>a generally secure grasp of relevant concepts.</li> </ul>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> <li>some knowledge and understanding of the key milestones of physical development including gross or fine motor skills for a child aged between 0 and 2 years</li> <li>some grasp of basic concepts.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total Mark
	(b)	<i>Explain how Vygotsky's theory can help our understanding of cognitive development of children.</i>		6		6
		<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li><b>Vygotsky's social learning theory:</b> social interaction within the family and with knowledgeable members of the community is the primary means by which children acquire behaviours and cognitive processes relevant to their own society. Adult or peer intervention in this context is an essential part of the development process</li> <li><b>Zone of proximal development (ZPD):</b> the distance between the actual development level (independent problem solving) and the level of potential development (problem-solving under adult guidance or with more capable peers). This concept underpins the notion of 'scaffolding' in which a 'more knowledgeable other' provides support to promote a child's cognitive development.</li> </ul> <p><b>Examples include:</b></p> <ul style="list-style-type: none"> <li>recognition of current level of learning and potential for areas of development</li> <li>scaffolding the gaps with sufficient and effective support from adults and peers</li> <li>an adult teaching a child acceptable social boundaries</li> <li>stretch and challenge opportunities to further skills and knowledge</li> <li>praise and encouragement to develop further learning.</li> </ul> <p>Credit any other valid response.</p>				

Band	AO2
3	<p><b>5-6 marks</b></p> <p>A very good explanation that shows:</p> <ul style="list-style-type: none"> <li>thorough knowledge and understanding of how Vygotsky's theory can help our understanding of cognitive development of children</li> <li>a confident grasp of how the features of Vygotsky's theory applies to children.</li> </ul>
2	<p><b>3-4 marks</b></p> <p>A good explanation that shows:</p> <ul style="list-style-type: none"> <li>generally secure knowledge and understanding of how Vygotsky's theory can help our understanding of cognitive development of children</li> <li>a generally secure grasp of how the features of Vygotsky's theory applies to children.</li> </ul>
1	<p><b>1-2 marks</b></p> <p>A basic explanation that shows:</p> <ul style="list-style-type: none"> <li>some knowledge and understanding of how Vygotsky's theory can help our understanding of cognitive development of children</li> <li>some grasp of how the features of Vygotsky's theory applies to children.</li> </ul>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total Mark
	(c)	<i>Assess how imaginative play can promote the development of language for a child aged 1-3 years.</i>			8	8
		<p>Answers may refer to:</p> <p>Children's language develops rapidly from age 1-3 years. Vocabulary and speech accelerate quickly during this period as communication skills and confidence grow. At this time many children enter educational settings whereby they socialise with others and play.</p> <p>Imaginative play encourages language development by:</p> <ul style="list-style-type: none"> <li>• increasing vocabulary (learning new words)</li> <li>• selecting vocabulary that is suitable for specific purposes/contexts</li> <li>• developing language skills: practising listening, looking and talking</li> <li>• copying the language of others</li> <li>• using tone and voice to communicate</li> <li>• speaking without the risk of being embarrassed</li> <li>• vocalising thoughts and feelings through role play</li> <li>• speaking freely with emotion</li> <li>• developing emotionally: understanding and expressing their feelings through the re-enactment of certain experiences</li> <li>• using their imagination to express their views and opinions</li> </ul> <p>Credit any other valid response.</p>				

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

Question	Answer	AO1	AO2	AO3	Total Mark
4.	<i>Play underpins the Foundation Phase Framework.</i>				
	(a) <i>Explain the importance of play for the development of knowledge and understanding of the world, in the Foundation Phase.</i>		6		6
	<p>Answers may refer to:</p> <p>Play within the Foundation Phase:</p> <ul style="list-style-type: none"> <li>• provides opportunities and activities for exploration, investigation and discovery</li> <li>• can support and promote the development of knowledge and understanding of the world</li> <li>• promotes active learning</li> <li>• helps children to think and make sense of the world around them</li> <li>• develops their linguistic and communication skills</li> <li>• enables children to be creative, to investigate and explore different materials</li> <li>• provides children with opportunities to experiment and predict outcomes</li> <li>• makes learning fun and enjoyable</li> <li>• encourages the management of risk and challenge</li> <li>• encourages independent investigation on pre-set activities</li> <li>• maximises opportunities in the outdoor learning environment – taking learning outdoors.</li> </ul> <p>Credit any other valid response.</p>				

Band	AO2
3	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A very good explanation which shows:</p> <ul style="list-style-type: none"> <li>thorough knowledge and understanding of how play supports the development of knowledge and understanding of the world in the Foundation Phase</li> <li>a confident grasp of how the Foundation Phase can help to develop knowledge and understanding of the world.</li> </ul>
2	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> <li>generally secure knowledge and understanding of how play supports the development of knowledge and understanding of the world in the Foundation Phase</li> <li>a generally secure grasp of how the Foundation Phase can help to develop knowledge and understanding of the world.</li> </ul>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> <li>some knowledge and understanding of how play supports the development of knowledge and understanding of the world in the Foundation Phase</li> <li>some grasp of how the Foundation Phase can help to develop knowledge and understanding of the world.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total Mark
	(b)	<i>Describe the purpose of child-directed play in the Foundation Phase Framework.</i>	8			8
		<p>Answers may refer to:</p> <p>Play underpins all areas of learning in the Foundation Phase Framework.</p> <p>Child-directed play is one type of play. It involves one-on-one play interaction between an adult and a child in which the child directs and leads the play in any way they wish.</p> <p>The purpose of child-directed play is to:</p> <ul style="list-style-type: none"> <li>• provide opportunity to focus on one activity at a time</li> <li>• enhance child's sense of self-direction and self-confidence</li> <li>• increase opportunities for the child's access to focused adult attention (without having to rely on negative behaviour to do so)</li> <li>• strengthen and enhance the adult-child relationship</li> <li>• empower children</li> <li>• draw on past experiences to re-enact their feelings</li> <li>• develop specific skills of interest to them</li> <li>• link learning to interests and hobbies.</li> </ul> <p>Examples of child-directed play, which the candidate may refer to when describing the purpose of this form of play:</p> <ul style="list-style-type: none"> <li>• reading a story</li> <li>• number activity</li> <li>• working together on an arts and craft activity</li> <li>• playing a sport</li> <li>• making music</li> <li>• dance and movement.</li> </ul> <p>Credit any other valid response</p>				

Band	AO1
4	<p style="text-align: center;"><b>7-8 marks</b></p> <p>An excellent description which shows:</p> <ul style="list-style-type: none"> <li>• thorough knowledge and understanding of the purpose of child-directed play</li> <li>• a confident grasp of relevant concepts.</li> </ul>
3	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A good description which shows:</p> <ul style="list-style-type: none"> <li>• generally secure knowledge and understanding of the purpose of child-directed play</li> <li>• a generally secure grasp of relevant concepts.</li> </ul>
2	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> <li>• some knowledge and understanding of the purpose of child-directed play</li> <li>• some grasp of basic concepts.</li> </ul>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A limited description which shows:</p> <ul style="list-style-type: none"> <li>• little knowledge and understanding of the purpose of child-directed play</li> <li>• little grasp of concepts.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question		Answer	AO1	AO2	AO3	Total Mark
	(c)	Justify how structured play and unstructured play can support the development of intellectual skills.			8	8
		<p>Answers may refer to:</p> <ul style="list-style-type: none"> <li>structured play is any type of activity that has a set of rules or instructions with a goal</li> <li>unstructured play has no rules or boundaries and is completed at the pace and choice of the child.</li> </ul> <p>Candidates' arguments of how structured play and unstructured play can support the development of intellectual skills may include reference to the following activities:</p> <p>Structured play activities, and potential development of intellectual skills:</p> <ul style="list-style-type: none"> <li>pre-set counting activity (Mathematical/knowledge and understanding of the world)</li> <li>one-to-one reading activity (letters, words, reading, sounds)</li> <li>cooking activity (Investigation, experimental)</li> <li>pre-set mark making activity (letter formation, sounds, language).</li> </ul> <p>Unstructured play activities and potential development of intellectual skills:</p> <ul style="list-style-type: none"> <li>outdoor investigation activities to develop counting, shapes, colours, new words</li> <li>free play within classroom environment to choose own activity – shape sorter, counting lines, reading, mark making</li> <li>play outdoors – to explore and investigate</li> <li>water and sand play activities – free playtime to explore and investigate.</li> </ul> <p>Credit any other valid response.</p>				

Band	AO3
4	<p style="text-align: center;"><b>7-8 marks</b></p> <p>An excellent justification demonstrating:</p> <ul style="list-style-type: none"> <li>• confident and persuasive argument of how structured play and unstructured play may support the development of intellectual skills</li> <li>• confident and detailed engagement with the principle of structured play and unstructured play in supporting the development of intellectual skills.</li> </ul>
3	<p style="text-align: center;"><b>5-6 marks</b></p> <p>A good justification demonstrating:</p> <ul style="list-style-type: none"> <li>• generally secure argument of how structured play and unstructured play may support the development of intellectual skills</li> <li>• thorough engagement with the principle of structured play and unstructured play supporting the development of intellectual skills.</li> </ul>
2	<p style="text-align: center;"><b>3-4 marks</b></p> <p>A basic justification demonstrating:</p> <ul style="list-style-type: none"> <li>• some argument of how structured play and/or unstructured play may support the development of intellectual skills</li> <li>• straightforward engagement with the principle of play supporting the development of intellectual skills.</li> </ul>
1	<p style="text-align: center;"><b>1-2 marks</b></p> <p>A limited justification demonstrating:</p> <ul style="list-style-type: none"> <li>• little argument of how structured play or unstructured play may support the development of intellectual skills</li> <li>• little engagement with the principle of play supporting the development of intellectual skills.</li> </ul>
	<p style="text-align: center;"><b>0 marks</b></p> <p style="text-align: center;">Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total Mark
5.	<p><i>Lily is two years old and has recently started attending a crèche for three days a week. This is the first time that Lily has been separated from her mother for extended periods of time.</i></p> <p><i>Lily is finding the change very stressful and this is affecting her behaviour. To help young children settle into the crèche, and cope with change, staff implement a robust routine and key person system.</i></p>				
	<p><i>Describe the purpose of the key person approach and analyse the potential impact of this approach on Lily.</i></p>	8		10	18
	<p>Answers may refer to:</p> <p>Purpose of key person approach:</p> <ul style="list-style-type: none"> <li>• children thrive within loving and secure relationships, this is usually provided by parents, but it can also be provided by a key person</li> <li>• the key person would be a named member of staff who is a contact for parents/carers and builds relationships with the child and the parents/carers</li> <li>• the key person approach recognises that the child may be distressed by differences and comforted by the familiar</li> <li>• the key person will greet the child at the start of a session and support the parent and the child as they leave, so that they provide a link between the setting and home</li> <li>• the key person will respond sensitively to a child's feelings and behaviour, meeting emotional needs by giving reassurance and supporting the child's well-being</li> <li>• records of development and care can be created and shared by the key person and the child's parents.</li> </ul> <p>Candidates may link their response to particular factors, such as:</p> <p>Engaging with parents/carers in order to:</p> <ul style="list-style-type: none"> <li>• encourage parents' involvement e.g. coffee mornings, parents evening, informal occasions; stay and play, themed weeks, trips</li> <li>• promote a positive relationship between nursery and home, engage in a positive way, create a bond with the parent/carer</li> <li>• help the child to settle at nursery, reassure and comfort parent/carer e.g. take photos in their absence to aid feedback</li> <li>• provide feedback to parents.</li> </ul>				

		<p>Meeting Lily's needs:</p> <ul style="list-style-type: none"> <li>• Key person is inclusive, they are aware of the Lily's individual needs.</li> </ul> <p>The potential impact of the key person approach on Lily:</p> <ul style="list-style-type: none"> <li>• if Lily has a strong early attachment she may cry less when separated from her parents/carers</li> <li>• Lily may engage in more play and sustain attention for longer</li> <li>• being emotionally attached to a key person helps Lily feel secure that the person she depends on is there for her</li> <li>• when Lily feels safe she may be more likely to try things out and be more independent</li> <li>• Lily may be more confident in expressing her ideas and feelings and feel good about herself</li> <li>• attachment influences Lily's immediate all-round development and future relationships</li> <li>• Lily is likely to feel settled and happy and more confident to explore and as a result, become a more capable learner</li> <li>• a good routine can help Lily to feel secure and settled, while still allowing her time to explore, play and learn</li> <li>• maintaining a regular schedule for Lily reduces anxiety because she is aware of what activity is next</li> <li>• regularity should help Lily learn the routines of settings quickly, so enable her to settle in</li> <li>• a consistent routine encourages positive behaviour in children of all ages</li> <li>• developing a routine for each step helps children learn the patterns of the day</li> <li>• children thrive on order: while it is acceptable to allow time for spontaneous activities, childcare settings need to maintain a balance between spontaneity and order</li> <li>• daily routines should allow teachers and childcare providers to keep the whole group happy while addressing Lily's basic needs</li> <li>• an individualised routine can be developed to best suit the needs of Lily i.e. provide stability and security to reduce her distress</li> <li>• routines can encourage safe and hygienic practices.</li> </ul> <p>Credit any other valid response.</p>				
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Band	AO1	AO3
4	<p><b>7-8 marks</b></p> <p>An excellent description which shows:</p> <ul style="list-style-type: none"> <li>thorough knowledge and understanding of the purpose of the key person approach</li> <li>confident grasp of relevant concepts.</li> </ul>	<p><b>9-10 marks</b></p> <p>An excellent analysis demonstrating:</p> <ul style="list-style-type: none"> <li>perceptive, informed interpretation of the potential impact of the key person approach on Lily</li> <li>confident and detailed engagement with the principles of the key person approach.</li> </ul> <p>The candidate's response is clearly expressed and shows accurate use of a broad range of terminology. Writing is very well structured and highly organised using accurate grammar, punctuation and spelling.</p>
3	<p><b>5-6 marks</b></p> <p>A good description which shows:</p> <ul style="list-style-type: none"> <li>generally secure knowledge and understanding of the purpose of the key person approach</li> <li>generally secure grasp of relevant concepts.</li> </ul>	<p><b>6-8 marks</b></p> <p>A good analysis demonstrating:</p> <ul style="list-style-type: none"> <li>reasoned interpretation of the potential impact of the key person approach on Lily</li> <li>thorough engagement with the principles of the key person approach.</li> </ul> <p>The candidate's response is clearly expressed and shows accurate use of terminology. Writing is well structured using mostly accurate grammar, punctuation and spelling.</p>
2	<p><b>3-4 marks</b></p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> <li>some knowledge and understanding of the purpose of the key person approach</li> <li>some grasp of basic concepts.</li> </ul>	<p><b>3-5 marks</b></p> <p>A basic analysis demonstrating:</p> <ul style="list-style-type: none"> <li>some interpretation of the potential impact of the key person approach on Lily</li> <li>straightforward engagement with the principles of the key person approach.</li> </ul> <p>The candidate's response is adequately expressed and shows appropriate use of terminology. Writing is mainly well structured using reasonably accurate grammar, punctuation and spelling.</p>

Band	AO1	AO3
1	<p><b>1-2 marks</b></p> <p>A limited description which shows:</p> <ul style="list-style-type: none"> <li>• little knowledge and understanding of the purpose of the key person approach</li> <li>• little grasp of concepts.</li> </ul>	<p><b>1-2 mark</b></p> <p>A limited analysis demonstrating:</p> <ul style="list-style-type: none"> <li>• little evidence of interpretation of the potential impact of the key person approach</li> <li>• little engagement with the principles of the key person approach.</li> </ul> <p>The candidate's response shows basic use of terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.</p>
	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>	<p><b>0 marks</b></p> <p>Response not creditworthy or not attempted.</p>

**Mapping of questions to specification content and assessment objectives****Unit 3**

Question			Specification content (main focus)				Mark allocation			
			Section			Part	Total Marks	AO1 Marks	AO2 Marks	AO3 Marks
			2.3.1	2.3.2	2.3.3					
<b>1</b>	(a)				6	(a)	<b>6</b>	6	0	0
	(b)		6			(a)	<b>6</b>	6	0	0
	(c)				8	(b)	<b>8</b>	0	8	0
<b>2</b>	(a)				6	(a)	<b>6</b>	0	0	6
	(b)			14		(b)/(d)	<b>14</b>	6	0	8
Section A			6	14	20		<b>40</b>	<b>18</b>	<b>8</b>	<b>14</b>
<b>3</b>	(a)		6			(a)	<b>6</b>	6	0	0
	(b)		6			(b)	<b>6</b>	0	6	0
	(c)			8		(b)/(d)	<b>8</b>	0	0	8
<b>4</b>	(a)			6		(b)	<b>6</b>	0	6	0
	(b)			8		(b)/(d)	<b>8</b>	8	0	0
	(c)			8		(b)/(d)	<b>8</b>	0	0	8
<b>5</b>					18	(b)	<b>18</b>	8	0	10
Section B			12	30	18		<b>60</b>	<b>22</b>	<b>12</b>	<b>26</b>
Total marks			<b>18</b>	<b>44</b>	<b>38</b>		<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>