LEVEL 2 ASSESSOR PACK

LEVEL 2
CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT: CORE - UNIT 1 & UNIT 2

(001/002) JESSICA

SET C

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LEVEL 2 CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT: CORE

UNIT 1: PRINCIPLES AND VALUES OF CHILDREN'S CARE, LEARNING AND DEVELOPMENT (0-19 YEARS OF AGE)
UNIT 2: HEALTH WELL-BEING, LEARNING AND DEVELOPMENT.

(001/002) JESSICA

Set C

There is a total of 30 marks available. **The pass mark for this assessment is 23.**

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Question	Answers	Total
1. (a)	**Award 1 mark** for each way identified up to a maximum of 2. Answers could include: • photos of each child with their friends and family on display around the room • as they entered nursery each child was greeted with by a familiar adult with a smile and greeting • large display in the entrance hall which showed pictures of all the children that attend nursery.	2
(b)	**Award 0 marks** where response is not credit worthy. **Award 1 mark** for a limited explanation which shows little knowledge and understanding of why self-esteem is important for the development of children. **Award 2 marks** for a basic explanation which shows some knowledge and understanding of why self-esteem is important for the development of children. **Award 3 marks** for a good explanation which shows clear knowledge and understanding of why self-esteem is important for the development of children. Answers could include: • children with a strong sense of self-worth feel competent to cope with the basic challenges of life and feel worthy of success and happiness • children need to experience success following effort and persistence • children who feel good about themselves have the confidence to try new things. They are more likely to try their best. They feel proud of what they can do • self-esteem helps children cope with mistakes. It helps children try again, even if they fail at first. As a result, self-esteem helps children do better at school, at home, and with friends • a child's self-esteem affects his/her friendships with other children, his/her success in school, his/her ability to deal with problems and his overall confidence • children with healthy self-esteem are better equipped to deal with peer pressure and responsibility than children who feel bad about themselves • children with good self-esteem are also better able to deal with strong emotions, both good and bad, and to cope with challenges and frustrations when they arise. Credit any other valid response	3

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Question	Answers	Total
2. (a)	**Award 0 marks** where response is not credit worthy. **Award 1 marks** for a basic definition which shows some knowledge and understanding of holistic development. **Award 2 marks** for a good definition which shows clear knowledge and understanding of holistic development. Answers could include: • areas of development are co-dependent • holistic Development is an approach to learning that emphasises the importance of the physical, emotional and psychological well-being of children • young children learn and develop holistically, meaning that many areas develop all at the same time and interdependently on each other.	2

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Question	Answers	Total
(b)	**Award 0 marks** where response is not credit worthy. **Award 1 mark** for a limited discussion which shows little knowledge and understanding of how holistic development is supported through one of the nursery's play opportunities. **Award 2 marks** for a basic discussion which shows some knowledge and understanding of how holistic development is supported through one of the nursery's play opportunities. **Award 3 marks** for a good discussion which shows clear knowledge and understanding of how holistic development is supported through one of the nursery's play opportunities. **Award 4 marks** for a very good discussion which shows a detailed knowledge and understanding of how holistic development is supported through one of the nursery's play opportunities. Look for a discussion that explores the five key areas of development: physical, intellectual (cognitive), language, emotional and social. Answers could refer to: **how the play opportunity, loose parts** • fuels children's curiosity and appetite for learning • enables children to invent, create, explore, and rearrange loose parts • drives a child's imagination • gives opportunities to try out their own ideas • enables creative problem solving • can explore the natural world • develops skills in science, math, language and literacy, music and movement, art, visual spatial, and social skills. **how the play opportunity, role-play** • develops communication and language skills • allows children to act out and make sense of real-life situations • allows children to explore, investigate and experiment • develops social skills as children collaborate with others • encourages children to empathise: by taking on the role of a character teaches children to understand the emotions of others • helps children learn about different cultures • encourages children to express their ideas and feelings in a relaxed environment • develops children's awareness of themselves and others • gets children learning more as learning is disguised as play • sparks creativity and imagination. **how the play opportunity, puzzles** • develops cognitive skills • enables problem solving • develops fine motor development • develops hand and eye coordination • builds social skills when part of a group.	4

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Question	Answers	Total
3.	**Award 1 mark** for each way identified up to a maximum of 3. Answers could include: • in each area there are key words, phrases and subject specific language that the staff can use in order to prompt speech, language and communication development • there are also key questions on display in order for staff to engage children in conversation • the displays are in Welsh and also translated into English • displays – daily routine board, 'Ti'n Seren' • they use Welsh songs during snack, washing hands, tidy up and home-time • Welsh stories in the reading area. Credit any other valid response.	3

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Question	Answers	Total
4. (a)	**Award 1 mark** for each way given up to a maximum of 2. Answers could include: • routines board visible from all areas of the setting • use of daily morning routines – greeting, slippers, putting coats away, self-registration • designated times for indoor play, outdoor play, rest, snack and lunch.	2
(b)	**Award 0 marks** where response is not credit worthy. **Award 1 mark** for a limited explanation which shows little knowledge and understanding of how consistent routines will support the children's well-being. **Award 2 marks** for a basic explanation which shows some knowledge and understanding of how consistent routines will support the children's well-being. **Award 3 marks** for a good explanation which shows clear knowledge and understanding of how consistent routines will support the children's well-being. Answers could include: • routines are important because they give children a sense of security and control over their environment • routines allow children to emotionally prepare for changes that are to come • routines decrease stress and anxiety • the children will experience a sense of control and satisfaction at being able to perform part of or all of the tasks associated with the routine • routines develop self-control, positive behaviour and social skills • routines provide learning within the routine itself • a child's confidence level will also begin to increase as they become more and more successful at performing those tasks • routines slowly increase children's responsibility and care of self • routines can also have a powerful effect on language development because of all the opportunities they provide excellent prompts for discussion. Credit any other valid response.	3

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Question	Answers	Total
5. (a)	**Award 0 marks** where response is not credit worthy. **Award 1 marks** for a basic definition which shows some knowledge and understanding of inclusion. **Award 2 marks** for a good definition which shows clear knowledge and understanding of inclusion. Answers could include: • inclusion means that every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programmes • inclusion resources are an important part of how we support high quality early childhood education and care. Credit any other valid response.	2
6.	**Award 0 marks** where response is not credit worthy. **Award 1 mark** for a limited explanation which shows little knowledge and understanding of effective communication for Gwen and Louis' well-being. **Award 2 marks** for a basic explanation which shows some knowledge and understanding of effective communication for Gwen and Louis' well-being. **Award 3 marks** for a good explanation which shows clear knowledge and understanding of effective communication for Gwen and Louis' well-being. Answers could include: effective communication is important for Gwen and Louis' well-being as it allows them to • build and maintain relationships • gain and share information • gain reassurance and acknowledgement e.g. praise, smile. • express needs • express feelings • share thoughts and ideas. Credit any other valid response.	3

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Question	Answers	Total
7.	**Award 0 marks** where response is not credit worthy. **Award 1 mark** for a basic outline which shows some knowledge and understanding of the approaches the nursery uses to develop Welsh language skills. **Award 2 marks** for a good outline which shows clear knowledge and understanding of the approaches the nursery uses to develop Welsh language skills. Answers could include: • respects the parent's language preferences for their children • provide bilingual support • Welsh is used throughout the session • children are immersed • culture is supported • supported to use the Welsh language • introduce new Welsh words, phrases and language to children • encouraging correct pronunciation. Credit any other valid response.	2
8.	**Award 1 mark** for any transition identified up to a maximum of 4. Answers may include: • moving house • moving setting • changes to family structure (e.g. marriage, divorce, other family members moving into the home) • illness • bereavement • changes to body. Credit any other valid response.	4
	Total marks	**30**

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