LEVEL 2 ASSESSOR PACK

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

(001/002) JESSICA

SET A

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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 A

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

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Question	Answers	Total
1. (a)	**Award 1 mark** for each correct response. Answers could include: • photos of each child with their friends and family on display around the room • children each had a pair of slippers to put on as they arrive at nursery • large settees for the children to sit on – feeling of home. • 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 who attend nursery. Credit any other valid response.	3

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Question	Answers	Total
(b)	**Award 0 marks** where response is not credit worthy. **Award 1 mark** for a limited description which shows little knowledge and understanding of the importance of 'belonging' to the well-being of children. **Award 2 marks** for good description which shows some knowledge and understanding of the importance of 'belonging' to the well-being of children. **Award 3 marks** for a very good description which shows clear knowledge and understanding of the importance of 'belonging' to the well-being of children. Answers could be positive or negative: Answers could include: • developing a sense of belonging from a young age allows children to feel confident in exploring new ideas, engaging in learning and being self-expressive • a sense of belonging has been found to help protect children against mental health problems and improve their learning. • children who feel that they belong are happier, more relaxed and have fewer behavioural problems than others; they are also more motivated and more successful learners • belonging is about having a secure relationship, with or a connection, with a particular group of people • when children feel a sense of belonging and sense of pride in their families, their peers, and their communities, they can be emotionally strong, self-assured, and able to deal with challenges and difficulties • a sense of belonging creates an important foundation for their learning and development • all children should feel that their world is a safe place where people care about them and their needs, they can develop positive relationships and where they will be able to seek help when needed • gives children messages of respect, love, approval, and encouragement enables them to develop a positive sense of who they are and a feeling that they have an important contribution to make wherever they are • positive messages about their families, backgrounds, cultures, beliefs, and languages help children to develop pride in who they are. These messages also give them confidence to voice their views and opinions, to make choices, and to help shape their own learning • children will have a sense of group identity where links with their family and community are acknowledged and extended • children will feel that they have a place and a right to belong to the group • children will know that members of their family and community are positively acknowledged and welcomed • children will see themselves as part of a wider community and know about their local area, including some of its places, features and people. Credit any other valid response.	3

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Question	Answers	Total
2.	Answers could include: **Award 0 marks** where a response is not credit worthy. **Award 1 mark** for a basic outline showing knowledge and understanding of ways in which the nursery uses play to encourage children to learn about themselves. **Award 2 marks** for a good outline showing clear knowledge and understanding of ways in which the nursery uses play to encourage children to learn about themselves. Answers could include: • craft activity - Self-portraits • activities linked to the topic – 'Colours and pictures' • pictures on the walls • singing songs during the day.	2
3. (a)	**Award 1 mark** for each correct response up to 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 were also key questions on display in order for staff to engage children in conversation • the displays were in Welsh and also translated into English • displays – daily routine board, 'Ti'n seren' superstar • 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
(b)	**Award 0 marks** where response is not credit worthy. **Award 1 mark** for a limited discussion which shows little knowledge and understanding of the importance of developing speech, language and communication for a child's development. **Award 2 marks** for a basic discussion which shows some knowledge and understanding of the importance of developing speech, language and communication for a child's development. **Award 3 marks** for a good discussion which shows clear knowledge and understanding of the importance of developing speech, language and communication for a child's development. Answers could include: • language is an important skill that allows a person to communicate • a delay in language skills can cause frustration for a child as well as miscommunication about what he/she may be trying to convey • language development is important to a child in order to adequately exchange information with others in a meaningful way • communication and language skills provide a strong foundation for further learning to take place • if a child is having difficulties with communication and language, their overall development may be affected • a child with a communication and language difficulty may find it difficult to express their needs and preferences, meaning that they may refrain from making their own choices and decisions. • the development of acceptable social skills is reliant upon play and interaction with others • without language and communication, children may not feel confident in entering social situations where they find it difficult to interact or participate to a full extent; this can negatively impact their social and emotional difficulties • the development of friendships relies on positive interaction between two people. Children build friendships by communicating and interacting with one another. A child with difficulties communicating may be left out of friendships • communication and language difficulties and behaviour are closely linked. Children, who have difficulty listening and processing language, (therefore) may not understand the rules and boundaries of the classroom or setting. This may result in tantrums or frustration demonstrated by the child, as they are unable to understand why they are not allowed to do something • if a child has difficulty verbally communicating, they may become frustrated as they are unable to explain their interests and needs • children who have difficulty with communication may find it difficult to engage with and relate to other children during play • speech and language skills are important for children's literacy development. Difficulty in understanding and processing language can lead to delays in the development of phonic skills and reading. Credit any other valid response.	3

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<table>
<tr><th>Question</th><th>Answers</th><th>Total</th></tr>
<tr><td>4.</td><td>

Award 1 mark for each resource identified up to a maximum of 2.

Award 1 mark for how each resource supports play up to a maximum of 2.

Answers could include:

<table>
<tr><th>Resource</th><th>How it supports play</th></tr>
<tr><td>tea set</td><td>• encourage social interaction
• children can role-play real- life experiences
• gives them opportunity to take turns
• may encourage the children to sort and share out resources</td></tr>
<tr><td>Autumn leaves</td><td>• to encourage the children to engage their senses
• to look closely at pattern
• to use their imagination</td></tr>
<tr><td>Puzzles</td><td>• a variety of colourful puzzles will be intriguing
• to challenge the children to problem-solve
• to develop fine motor skills
• to develop methodical approaches</td></tr>
<tr><td>Mirror</td><td>• encourages intrigue and curiosity
• children will notice details about themselves and others
• promotes hand and eye co-ordination</td></tr>
<tr><td>Paint</td><td>• engage the sense and get the children to show their knowledge
• encourage fine motor skills
• promotes hand and eye co-ordination.</td></tr>
</table>

</td><td>4</td></tr>
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Question	Answers	Total
5.	**Award 1 mark** for each additional need identified up to a maximum of 3. Answers could include: • autism • cerebral Palsy • downs Syndrome • dyslexia • dyspraxia • English as an Additional Language • emotional or behavioural difficulties • family circumstances and young carers • learning disability • hearing impairment • visual impairment • speech and language impairment • spina Bifida. Credit any other valid response.	3
6.	**Award 1 mark** for each correct example up to a maximum of 3. Answers could include: • observes to check understanding • demonstrates what to do • gives step-by-step instructions • listens to the children. 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 explanation which shows little knowledge and understanding of how the children are supported in Dewi Sant to learn new languages. **Award 2 marks** for a good explanation which shows some knowledge and understanding of how the children are supported in Dewi Sant to learn new languages. **Award 3 marks** for a very good explanation which shows clear knowledge and understanding of how the children are supported in Dewi Sant to learn new languages. Answers could refer to promoting the Welsh language and other languages: Answers could include: • Welsh provisions in nursery which includes, Welsh stories in the reading area, welsh displays around the room and that welsh songs are played and sung throughout the day • support staff with their own Welsh language skills they have key words, phrases on display around the setting and they use welsh songs during snack, washing hands, tidy up and home-time • the displays were in Welsh and also translated into English • name different facial features and the colours using both English and Welsh • celebrate different cultures and languages throughout the year. Credit any other valid response.	3

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Question	Answers	Total
8.	**Award 0 marks** where response is not credit worthy. **Award 1 mark** for a basic description which shows little knowledge and understanding of how the settings supports Jessica with her transition from college to nursery placement. **Award 2 marks** for a good description which shows some knowledge and understanding of how the settings supports Jessica with her transition from college to nursery placement. **Award 3 marks** for a very good description which shows clear knowledge and understanding of how the settings supports Jessica with her transition from college to nursery placement. Answers could include: • Jessica had a meeting with the nursery manager before starting her placement who shared the setting's student policy and outlined the expectations of Jessica whilst on placement • they discussed the importance of confidentiality and shared the GDPR policy • they explained that the setting is a Cylch Meithrin, so the use of the welsh language through daily routines, activities and play is essential • they assigned her a mentor Julie • Julie gave Jessica a tour of the environment explaining various aspects • Julie greets Jessica with a smile • Jessica is given the opportunity to observe and work alongside Julie • Julie and Jessica reflect on the day together • Julie gives Jessica positive feedback. Credit any other valid response.	3
	Total marks:	**30**

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