LEVEL 2 ASSESSOR PACK

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

(001/002) JACK & POPPY

SET B

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

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

(001/002) JACK &POPPY

Set B

There is a total of 30 marks available. **The pass mark for this assessment is 24.**

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Question	Answers	Total
1. (a)	**Award 1 mark** for each activity identified, up to a maximum of 2 marks. Answers could include: • sand and water tray with a variety of tools including foam numbers to 10 • scented modelling clay and tools • giant paper, sponges and paints • number puzzles • shape puzzle • repeating pattern puzzle • numbers up to 5, 10 and 20 • cars and trucks to the small world city scene • Gruffalo story and puppets.	2
(b)	**Award 0 marks** where response is not creditworthy. **Award 1 mark** for a limited explanation which shows little knowledge and understanding of how enjoyable activities can promote children's development. **Award 2 marks** for a basic explanation which shows some knowledge and understanding of how enjoyable activities can promote children's development. **Award 3 marks** for a good explanation which shows clear knowledge and understanding of how enjoyable activities can promote children's development. **Award 4 marks** for a very good explanation which shows detailed knowledge and understanding of how enjoyable activities can promote children's development. Answers could include: • enjoyable activities will encourage engagement • children will persevere and show resilience if they are enjoying an activity • enjoyable activities will increase children's levels of confidence • if children enjoy activities, they will be comfortable in their environment • activities that engage children's senses will be fulfilling • activities can encourage the children to socialise and develop friendships Credit any other valid response.	4

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Question	Answers	Total
2.	**Award 1 mark** for each way identified, up to a maximum of 3 marks. Answers could include: • observations that inform individual target setting • observations inform what activities are set up • differentiation takes place in the areas: e.g. maths puzzles • asking Jack what he likes to do and play with • settling-in sessions for the children to get to know the staff and build positive relationships. Credit any other valid response.	3

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Question	Answers	Total
3.	**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 Jack's development. **Award 2 marks** for a basic explanation which shows some knowledge and understanding of the importance of play for Jack's development. **Award 3 marks** for a good explanation which shows clear knowledge and understanding of the importance of play for Jack's development. **Award 4 marks** for a very good explanation which shows detailed knowledge and understanding of the importance of play for Jack's development. Answers could include: Play is essential for Jack's development: • building his confidence as he learns to explore, to think about problems and relate to others • Jack will learn by leading his own play and taking part in play which is guided by adults • Jack will learn though first-hand experience, in activities he has chosen • play can involve Jack playing alone, alongside another child or cooperatively with another child, group of children or an adult • children and adults can learn from their mistakes • play and exploration will promote Jack's brain development • play will foster Jack's imagination and flexibility of mind • Jack's confidence and competences will be developed through play • play will give Jack opportunities to explore his fears and anxieties • during play, Jack's concepts, skills attitudes and achievements will be extended Play opportunities will help Jack to: • make choices and decisions • use his own ideas and imagination • experiment • try out new behaviours and practise old ones • exercise, develop and coordinate body and brain • adapt knowledge, skills and attitude • negotiate • follow an interest or line of enquiry • make mistakes • try to copy someone else • make sense of puzzling situations, events or equipment • become confident to tackle challenges • have fun with friends and/or familiar adult. Credit any other valid response.	4

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

Award 0 marks where response is not creditworthy.

Award 1 mark for a limited description which shows little knowledge and understanding of how John's use of play and activities can be used to support Poppy's speech, language and communication development.

Award 2 marks for a basic description which shows some knowledge and understanding of how John's use of play and activities can be used to support Poppy's speech, language and communication development.

Award 3 marks for a good description which shows clear knowledge and understanding of how John's use of play and activities can be used to support Poppy's speech, language and communication development.

Award 4 marks for a very good description which shows detailed knowledge and understanding of how John's use of play and activities can be used to support Poppy's speech, language and communication development.

Answers could include:

<table>
<tr><th>Activity/play</th><th>How it supports Poppy's speech, language and communication development</th></tr>
<tr><td>Cooperative play</td><td>Will lead to social interaction, including turn-taking, eye contact, attention and listening skills</td></tr>
<tr><td>Adult intervention</td><td>Adult(s) join Poppy in her play to extend her talk and enrich her vocabulary</td></tr>
<tr><td>Story time (Gruffalo story)</td><td>Use of familiar story for Poppy to learn and retain key vocabulary; she will be able to listen to adults and peers role-modelling speech, language and communication skills, and listen to and use expressive language</td></tr>
<tr><td>Smaller key worker groups</td><td>A small group size is preferable to allow Poppy to have sufficient time to participate in and respond to the activity</td></tr>
</table>

Credit any other valid response.

</td><td>4</td></tr>
</table>

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Question	Answers	Total
5.	**Award 1 mark** per response, up to a maximum of 2 marks. Answers could include: • settling-in sessions • conversations/meeting with parents • observations • interactions with Jack.	2
6.	**Award 0 marks** where response is not creditworthy. **Award 1 mark** for a basic description which shows little knowledge and understanding of how the nursery demonstrates effective communication with parents and carers. **Award 2 marks** for a good description which shows some knowledge and understanding of how the nursery demonstrates effective communication with parents and carers. **Award 3 marks** for a very good description which shows clear knowledge and understanding of how the nursery demonstrates effective communication with parents and carers. Answers could include: • the staff use active listening • the staff create a common perception • the staff use appropriate body language • the staff use effective and appropriate tone of voice • the staff use effective and appropriate language choices. • settling in visits • meetings available with nursery manager 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 limited explanation which shows little knowledge and understanding of how the nursery has supported Poppy and her mother through Poppy's transition into nursery. **Award 2 marks** for a basic explanation which shows some knowledge and understanding of how the nursery has supported Poppy and her mother through Poppy's transition into nursery. **Award 3 marks** for a good explanation which shows clear knowledge and understanding of how the nursery has supported Poppy and her mother through Poppy's transition into nursery. Answers could include: Mother • family drop-in sessions • regular communication • tours of the nursery • making links with other settings that the children may have previously attended • settling in sessions • parents/carers meeting with the nursery manager. Poppy • settling-in sessions • observations • key worker • in the same key worker group as her brother • strong link with parents/carers • target setting based on observations • setting up specific enjoyable activities for Poppy. Credit any other valid response.	3

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Question	Answers	Total
8.	**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 for the setting to support opportunities and activities that develop children's knowledge of the Welsh language. **Award 2 marks** for a basic explanation which shows some knowledge and understanding of why it is important for the setting to support opportunities and activities that develop children's knowledge of the Welsh language. **Award 3 marks** for a good explanation which shows clear knowledge and understanding of why it is important for the setting to support opportunities and activities that develop children's knowledge of the Welsh language. Answers could include: • improving Welsh language skills will promote improved working memory • improving Welsh language skills will promote better attention levels • children will gain a sense of belonging to Wales • children will understand the Welsh heritage, literature and arts as well as the language • children will gain better capacity for learning new concepts • all children in Wales have the right to enjoy experiences both in the Welsh language and not in the Welsh language. Credit any other valid responses.	3
9.	**Award 1 mark** per correct response, up to a maximum of 2 marks. Answers could include: • health visitor • speech and language therapist • general practitioner (GP) • social worker • additional needs coordinator (ANCO) additional learning needs coordinator (ALNCO) • key worker • setting support worker • educational psychologist. Credit any other valid response.	2
	Total marks	**30**

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