EXAMINERS' REPORTS

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

UNIT 216: Understanding Children's Care, Play, Learning and Development

June 2022

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CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT PRACTICE AND THEORY

Level 2

June 2022

UNIT 216

General Comments

Questions in this paper were in line with previous series. The content presented a range of question types covering the content of Unit 216 as set out in the specification.
Some candidates attempted to apply knowledge and demonstrate understanding in most of the answers presented. Others appeared to find this difficult, examiners were reminded of the positive marking guidance and as a result a range of marks were applied.

Several additions/changes were made to the mark scheme during conference, this also contributed to positive marking.

Only some learners attempted to answer all questions whilst leaving some questions blank. This might suggest limited delivery of content, due once again to the pandemic situation.

Advanced information had been made available due to the ongoing blended learning experience. Many centres indicated good use of this information allowing learners the opportunity to gain valuable marks at these questions.
However, there was a sense of over reliance on the information provided at the expense of other areas of the specification. This was particularly evident at Question 4 where learners were asked to identify and discuss an alternative model/approach to education. Answers here were poor with numerous non attempts or limited responses.

There was a general understanding of command verbs for this paper and this enabled achievement of higher band marks for some learners. A few learners lost valuable marks where command verbs were not understood resulting in bullet pointed responses with limited discussions or descriptions.

Key legislation and/or current government initiatives continue to cause a problem for many learners. Assessment criteria 3.1 of the specification had been identified in the Advanced Information, although only a minority of learners developed answers in the higher mark bands.

There was evidence to suggest that learners do not always consider riders and /or questions carefully. This then results in inappropriate responses often resulting in 0 marks achieved.

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Number of Entries:

118 English entries and no Welsh entries

Individual question feedback.

Q.1 (a) (LO 1 1.1)

Most candidates were able to complete the requirements of this question and gain full marks. Some marks were lost where learners ticked more than one answer, this does not indicate clear understanding to the examiner and limits marks awarded.

(b) (LO 1 1.6)

Some learners gave a clear response and focussed on the question in relation to holistic development as required. Others showed limited understanding and focussed on one aspect of development such as physical skills. Where a range of aspects were explained higher band marks were achieved.

(c) (LO 1 1.1)

This question required a description of the general patterns of physical growth and development during puberty. Some learners were able to develop a very good description clearly answering the question. However, some learners presented bullet pointed lists or short sentences which did not meet the command verb.

Q.2 (LO1 1.5)

As an identify question this was an opportunity to gain 3 marks for a list or bullet point response. This question proved problematic for many learners causing loss of marks possibly due to the misreading/misunderstanding of the rider/question. Some evidence presented did not focus on the social skills of comprehensive school age young people.

Q.3 (LO2 2.1)

Advanced information had been provided for this question and most learners were able to develop a response in line with middle or higher band requirements. Some learners lost marks where assessment focussed on physical skills and the response did not develop in relation to the wider context of health, wellbeing, and development as in the wording of the question.

Q.4 (a) and (b) (LO2 2.3)

The majority of learners chose not to respond to question 4, leaving both a and b blank. Where some learners responded there was limited evidence of understanding as activities were identified in place of models or approaches. A small number of learners chose to identify Montessori or a Child Centred Approach and gained 1 mark at 4a. However, their attempt at discussion did not reflect good understanding at 4b to meet middle/higher band requirements.

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Q.5 (LO2 2.2)

A 5-mark question which had been given Advanced Information. Most learners took advantage of this and were able to gain full marks. These learners were able to examine a wide range of factors including adult child ratios/safety of the route/transport safety/supervision/risk assessment and parental/carer permission.

Q.6 (a) (LO4 4.2)

Many learners were able to gain the full 2 marks available at this question. Most learners were able to identify appropriate key stakeholders. There were, however, some who identified members of the CAMHS team, marks were not awarded where this occurred. Many learners identified a GP as a stakeholder and, although this is not commonplace in all centres, examiner research indicated this a correct answer in relation to learner's own experience.

(b) (LO4 4.1)

Advanced Information had been given to centres to support revision of Mental Health Services available to children and young people with specific mention of CAMHS. Only few learners were able to develop an explanation of the support provided by CAMHS to gain full marks. Most responses fell in the middle band and ranged between 3-4 marks achieved, with some not exceeding the lower band.

(c) (LO4 4.1)

Many learners gained a full three marks for this question. Answers offered far extended the original mark scheme and relevant amendments were made to include individuals such as the Dietician/Police/Health Visitor.

(d) (LO4 4.1)

There was a varied response to this question, some learners gained a full 6 marks for a very good discussion which included a range of barriers. Others missed marks where focus was limited. A minority of candidates gave unclear responses where they mentioned a barrier, such as money, but did not develop a discussion.

Q.7 (LO4 4.2)

Although information had been given in advance for this question it seemed to prove problematic for many learners. The question asked learners to assess the value of multi-disciplinary teams working together. Most learners described a multi-disciplinary team as opposed to answering the question requirements. Some marks were awarded where learners mentioned meeting needs or gave some practical examples. Where learners had read and considered the question appropriately some were able to develop a very good assessment showing sound knowledge of working together to support children and families/carers.

Q8 (a) and (b) (LO3 3.1)

An opportunity for learners to gain 3 marks by stating 3 activities introduced to meet National Minimum Standards, Standard 7. There was a good overall response at part (a) of the question as learners stated a range of activities including many not on the mark scheme. Additions, such as singing, junk modelling and food tasting were made to enable awarding of marks.

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Centres had been guided towards assessment criteria 3.1 and although part (a) was answered successfully part (b) of this question seemed more of a challenge. Many of the responses did not appear to indicate a clear understanding of National Minimum Standard requirements and only some were able to gain lower band marks for general consideration, mainly in relation to children's rights.

Q.9 (LO3 3.1)

Up to 4 marks were available for an outline of the main characteristics of a Health and Safety policy at question 9. Lower marks were awarded in many instances where learners focussed on the need to keep people safe. A limited number of learners developed the outline into the higher band when referring to the need for risk assessments and fire drills. Some learners omitted to answer this question costing them any marks towards a final mark.

Recommendations to centres

Based on candidate performance in this paper centres are offered the following advice for future reference:

- Learners should be encouraged to read question guidance carefully and follow the instructions given, particularly where a rider has been provided to support the response.
- Learners should be reminded of the age range for this qualification. Reference to own practice can enhance a response but marks can be lost where a specific age range is mentioned in a question for example Question 2 which refers to a comprehensive school.
- Please remind learners that where continuation sheets are used these should be clearly signposted.
- It is important that learners attempt all questions. An attempt, however minimal, may gain a vital mark which makes a difference to the overall result.
- Detailed sector specific terminology is contained throughout Unit 216. This terminology will appear in questions in various papers. It is therefore imperative that learners familiarise themselves with the wording and understand its meaning. Particular attention should be paid to legislation and regulations, policies and current government initiatives.
- Guidance on exam technique should form part of revision sessions. Learners should be encouraged to read through the paper and plan the time needed for specific questions. Revision sessions could also encourage learners to pay attention to specific wording for example Question 1b where holistic development is required.
- Revise the meaning and importance of the command verbs. These words form a guide as to what the response requires. Good use of these verbs when developing answers enables awarding of higher band marks.
- WJEC offers centres the opportunity to complete the examination using online assessment, which could benefit some candidates. This also allows students to write more if they have very large handwriting without using continuation pages, therefore their responses may be more readily extended which could allow candidates to access/gain more marks.
  Contact e-assessment@wjec.co.uk for more information on trialling the on-line examination.

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