LEVEL 2 MARKING SCHEME

SUMMER 2022

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

MANDATORY GROUP 2: UNIT 216
UNDERSTANDING CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT

5962U60-1

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INTRODUCTION

This marking scheme was used by WJEC for the 2022 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

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

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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 him/her 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, 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 Level 2 Children's Care, Play, Learning and Development: Practice and Theory, each question will address one or more Learning Outcomes.

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.

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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.

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<table>
<tr><th colspan="2">Question</th><th>Answer</th><th>Total Marks</th></tr>
<tr><td>1.</td><td>(a)
LO1
(1.1)</td><td>
It is important for childcare workers to understand the stages and patterns of growth and development from birth to 19 years.

The table below identifies examples of gross motor and fine motor skills.

Identify each example by placing a tick (✓) in the correct box. One has been completed for you.

<table>
<tr><td>Example</td><td>Gross motor skill</td><td>Fine motor skill</td></tr>
<tr><td>Running in a race</td><td>✓ (Example)</td><td></td></tr>
<tr><td>(i) Cutting with scissors</td><td></td><td>✓</td></tr>
<tr><td>(ii) Painting with a brush</td><td></td><td>✓</td></tr>
<tr><td>(iii) Kicking a ball</td><td>✓</td><td></td></tr>
<tr><td>(iv) Climbing a tree</td><td>✓</td><td></td></tr>
</table>

Award 1 mark for each correct answer up to a maximum of 4.
</td><td>4</td></tr>
<tr><td></td><td>(b)
LO1
(1.6)</td><td>
A small group of children in the nursery are using a variety of creative resources to make celebration cards.

Explain how this type of creative activity can support children’s holistic development

Award up 5 marks

Award 0 marks where response is not creditworthy
Award 1-2 marks for a basic explanation which shows limited knowledge and understanding of how this type of creative activity can support children’s holistic development.
Award 3-4 marks for a good explanation which shows some knowledge and understanding of how this type of creative activity can support children’s holistic development.
Award 5 marks for a very good explanation which shows sound knowledge and understanding of how this type of creative activity can support children’s holistic development.

Responses may refer to:

Intellectual (cognitive) development
• Develops problem solving
• Encourages thinking skills
• Supports critical thinking
• Helps develop concentration
• Enables development of new concepts e.g. Mathematics/Science/special-awareness
• Supports transference of skills
• Encourages development of imagination
• Pre reading and writing skills support
• Allows for decision making
• Supports identification of colours and textures
</td><td>5</td></tr>
</table>

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Question		Answer	Total Marks
		Physical development • Develops hand eye co ordination • Supports fine motor skill development e.g. finger strength • Develops pre-writing skills • Supports development of coordination and small muscle movement **Emotional Development** • Builds self-confidence • Management of feelings • Allows expression of feelings through drawing/art **Social Development** • Encourages social interaction • Sharing of resources • Supports group work • Develops turn taking • Working alongside others in friendship groups • Developing relationships • Cultural awareness **Language development** • Encourages verbal sharing of information • Develops communication skills • Expands vocabulary when using a variety of resources • Enables development of second language • Encourages sharing of experiences This list is not exhaustive Credit any other relevant response	
	(c) LO1 (1.1)	Describe the general patterns of physical growth and development during puberty between the ages of 10 – 16 years **Award up to 5 marks** **Award 0 marks** where response is not creditworthy **Award 1-2 marks** for a basic description which shows limited knowledge and understanding of the general patterns of physical growth and development during puberty between the ages of 10-16 years. **Award 3-4 marks** for a good description which shows some knowledge and understanding of the general patterns of physical growth and development during puberty between the ages of 10-16 years. **Award 5 marks** for a very good description which shows sound knowledge and understanding of the general patterns of physical growth and development during puberty between the ages of 10-16 years. Response may refer to: • Head feet and hands grow to adult size • Arms and legs grow in length • Main part of body (trunk) develops to adult size • Young people may appear out of proportion	5

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Question		Answer	Total Marks
		• Girls grow faster than boys • Boys take on a more muscular appearance • Both boys and girls grow pubic hair • Hair begins to grow under arms and on legs • Boys may develop chest hair • Girls develop breasts and wider hips • Boys grow facial hair and voices break • Hormonal changes occur • Sexual maturity is reached, both sexes are able to reproduce • Girls begin to menstruate • Boys testicles grow and the ability to produce sperm occurs • Sweat is produced • Body odour may occur as bacteria breaks down the sweat produced • Glands in the skin can become overactive causing the skin to become greasy • Greasy skin may cause acne to develop This list is not exhaustive Credit any other relevant response	
2.	LO1 (1.5)	Charlie is working as a support worker with young people in the local comprehensive school. Identify **three** ways Charlie may support the development of the young people's social skills **Award 1 mark** for each way identified up to a maximum of **3.** Responses may refer to: • Respect their feelings • Encourage them to respect feelings and opinions of others • Boost self-esteem by listening to their opinions and ideas • Recognise opinions and ideas may be controversial • Keep communication open • Encourage calmness • Be a good role model • Allow the young person to contribute to rules set • Be prepared for trial and error • Be prepared to negotiate • Encourage decision making • Make decisions together instead of applying rules • Allow positive risk taking • Support the development of new and appropriate skills • Respect the need for change • Help them to understand actions have consequences • Encouraging appropriate morals and values • Planning social activities/joining in • Encouraging participation in class activities/sessions This list is not exhaustive Credit any other relevant response	3

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Question		Answer	Total Marks
3.	LO2 (2.1)	Huw is 8 years old and has just joined a sports club. The club offers various sporting activities such as football and netball which both include training sessions and teams competing against each other at the weekend. Assess how these types of sporting activities may support Huw's health, well-being and development. **Award up to 6 marks** **Award 0 marks** where response is not creditworthy **Award 1-2 marks** for a basic assessment which shows limited knowledge and understanding of how these types of sporting activities may support Huw's health, well-being and development **Award 3-4 marks** for a good assessment which shows some knowledge and understanding of how these types of sporting activities may support Huw's health, well-being and development **Award 5-6 marks** for a very good assessment which shows sound knowledge and understanding of how these types of sporting activities may support Huw's health, well-being and development Response may refer to • Builds confidence and improves social skills • Gives Huw the opportunity to learn new skills and teaches them important life skills • Strengthens muscles and bones • Helps to develop coordination • Enhances concentration and learning, which increases productivity and success • Makes Huw feel good and elevates mood • Inspires positivity and encourages tolerance • Helps to relieve stress and maintain mental and emotional wellbeing • Improves sleep and energy levels • Reduces the risk of morbidity and mortality from chronic non-communicable diseases • Improves overall health and fitness and helps Huw maintain a healthy weight to prevent childhood obesity • Increases blood flow to the brain which help formation of new brain cells • Children who take regular exercise perform better in school • Enhances language and communication skills • Opportunity to meet new people and create new friendships, creates a sense of belonging • Establishes behaviour patterns • Can have an impact on long term mental health and well being • Early participation in physical activity encourages a healthy lifestyle • Play against other teams encourages competitive skills • Supports team work and team building This list is not exhaustive Credit any other relevant response	6

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Question		Answer	Total Marks
4.	(a) LO 2.3	The influences of alternative models and approaches may be used in educational settings. Identify **one** alternative model/approach of education. **Award 0 marks** where response is not creditworthy **Award 1 mark** for any relevant alternative model identified Response may refer to: • Montessori • Reggio Emilia • Rudolph Steiner • Child centred learning/activities This list is not exhaustive Credit any other relevant response	1
	(b) LO2 (2.3)	Discuss the ways in which the identified alternative model/approach may influence educational provision to best suit the needs of individual children **Award up to 6 marks** **Award 0 marks** where response is not creditworthy **Award 1-2 marks** for a basic discussion which shows limited knowledge and understanding of the ways in which the identified alternative model/approach may influence educational provision to best suit the needs of individual children.' **Award 3-4 marks** for a good discussion which shows some knowledge and understanding of the ways in which the identified alternative model/approach may influence educational provision to best suit the needs of individual children.' **Award 5-6 marks** for a very good discussion which shows sound knowledge and understanding of the ways in which the identified alternative model/approach may influence educational provision to best suit the needs of individual children.' Response may refer to: **Montessori** • Individual needs will be identified and supported • Tasks are based on individual ability • Sensitive periods are recognised • Classrooms are organised with developmentally appropriate resources • Staff keep notes of learning throughout the day to support planning for individuals • Children are watched/observed throughout the day • Lessons are planned to suit children's interests • The environment is very important to how children learn • Resources are arranged attractively in boxes and trays • Good manners are taught and children are encouraged to be kind to each other • Good role modelling encourages acceptable behaviour	6

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Question		Answer	Total Marks
		• Support is given to children to develop at their own pace • Rewards and punishment are not used as children are encouraged to develop self-discipline • Children are encouraged to move freely in the room • Children are encouraged to choose and be independent in their learning **Reggio Emilia** • Children take charge of their own learning • Topics are based on children's ideas and interests • Emphasis is on working in small groups • Parents are encouraged to be part of the learning • Interaction with others is encouraged • Based on the Hundred Languages of Children communication is encouraged through a variety of ways • Teachers facilitate learning by providing resources • Real world interaction is encouraged • Real life furnishings to encourage independence • Topics only last as long as the children are interested in them and are chosen by the children themselves • Planning for learning is changed if children loose interest • Children are valued for their attempts • All work is kept as evidence of learning and used to support children's self-esteem **Rudolph Steiner** • Encourages independent thinking • Allows children to set their own pace • Children are encouraged to develop and use their creative skills • The use of imagination is encouraged • A broad curriculum is followed with a variety of topics • Topic choice is led by the children • Children are encouraged to learn because they are interested • Exams and testing are not important • Children are not graded • Limited use of text books • Story telling is prominent • Children record their own learning in a journal type book • Emphasis is on oracy • Music is important with children being encouraged to learn to play an instrument • Skills such as kitting and sewing are promoted • Limited use of technology is seen in the classroom • Emphasis is on a safe and nurturing environment Child centred learning/activities • Individual needs will be identified and supported • Tasks are based on individual ability • Lessons are planned to suit children's interests • Good role modelling encourages acceptable behaviour	

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Question		Answer	Total Marks
		• Support is given to children to develop at their own pace • Children are encouraged to move freely in the room • Children are encouraged to choose and be independent in their learning • Opinions valued • Choice and control This list is not exhaustive Credit any other relevant response	

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Question		Answer	Total Marks
5.	LO 2 (2.2)	Examine the safety factors nursery staff would need to consider when planning a visit to a nearby park **Award up to 5 marks** **Award 0 marks** where response is not creditworthy **Award 1-2 marks** for a basic examination which shows limited knowledge and understanding of the safety factors nursery staff would need to consider when planning a visit to a nearby park. **Award 3-4 marks** for a good examination which shows some knowledge and understanding of the safety factors nursery staff would need to consider when planning a visit to a nearby park **Award 5 marks** for a very good examination which shows sound knowledge of the safety factors nursery staff would need to consider when planning a visit to a nearby park. Response may refer to: • Mode of transport to be used • Safety of the route • Number of adults to child ratio • Rules and boundaries' for the journey and time in the park • Check park is secure and there are no gaps in fences etc • Set rules for use of equipment ensuring children use it safely • Ensure close supervision • Check for broken equipment in need of repair • Check for rubbish or broken bottles • Look out for used syringes and items linked to drug misuse • Be aware of ponds or paddling pools in the area • Complete risk assessment • Check for medical conditions • Permission from carers • Check weather conditions and ensure suitable clothing • Identify any specific needs • First aid kit available • Member of staff being a qualified first aider This list is not exhaustive Credit any other relevant response	5

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Question		Answer	Total Marks
6.	(a) LO 4 (4.2)	The local authority is opening an integrated family centre which will provide a base for the Child and Adolescent Mental Health Service (CAMHS). Name two other key stakeholders who may be providing support to children and their families/carers in the integrated centre **Award 1 mark** for each named key stakeholder from the list below up to a maximum of 2: Response may refer to: • Dietician • Health visitor • Speech and language therapist • Play therapist • Counsellor • Social worker • GP • Flying start This list is not exhaustive Credit any other relevant response	2
	(b) LO 4 (4.1)	Explain the support provided by CAMHS for children and their families/carers. **Award up to 5 marks** **Award 0 marks** where response is not creditworthy **Award 1-2 marks** for a basic explanation which shows limited knowledge of the support provided by CAMHS for children and their families/carers. **Award 3-4 marks** for a good explanation which shows some knowledge and understanding of the support provided by CAMHS for children and their families/carers. **Award 5 marks** for a very good explanation which shows sound knowledge and understanding of the support provided by CAMHS for children and their families/carers. Response may refer to: • Access to a range of professionals who deal with mental health issues for children and young people under 18 years of age • An assessments process to identify emotional health problems • Support with behavioural difficulties • Advice and support for eating disorders • Help where someone may be self-harming • Support for families who are finding it difficult to cope with a violent teenager • Advice for young people who are experiencing problems with the law • Support for children who may be facing problems at school • Access to services that deal with issues of abuse • Support for siblings who are dealing with difficult situation • Counselling services This list is not exhaustive	5

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Question		Answer	Total Marks
		Credit any other relevant response	
	(c) LO 4 (4.1)	Identify **three** individuals who may make a referral to the CAMHS team **Award 0 marks** where response is not creditworthy **Award 1 mark** for each person identified up to a maximum of **3** marks Response may refer to: • Self-referral (if over 16) • GP/Doctor • Teacher • Parent • Social worker • Youth offending team • Counsellor • Dietician • Health visitor • Educational psychologist • School nurse/nurse This list is not exhaustive Credit any other relevant response	3
	(d) LO4 (4.1)	Discuss the barriers that some families may experience when accessing CAMHS **Award up to 6 marks** **Award 0 marks** where response is not creditworthy **Award 1-2 marks** for a basic discussion which shows limited knowledge and understanding of the barriers some families may experience when accessing CAMHS **Award 3-4 marks** for a good discussion which shows some knowledge and understanding of the barriers some families may experience when accessing CAMHS **Award 5-6 marks** for a very good discussion which shows sound knowledge and understanding of the barriers some families may experience when accessing CAMHS Response may refer to: • Cultural or language barriers – Family may not speak same language as the service provider or have limited vocabulary. Some cultures may object to this type of intervention. May be issues of gender • Financial barriers- Some services have a cost attached and families may not have money to pay. May not have money for bus fares/petrol to access facility • Geographical barriers- Families may live outside the area where services are located. No regular transport to the centre. No car available • Physical barriers- Buildings where services are held may not be user friendly	6

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Question		Answer	Total Marks
		• Psychological barriers- Family members may be fearful of the unknown, they may not know what to expect. They may also worry about stigma and what others will say about them • Resources- Some local authorities or health boards do not provide all services required • Waiting lists This list is not exhaustive. Credit any other relevant response.	
7.	LO 4 (4.2)	Assess the value of multi-disciplinary teams working together to support children and their families/carers. **Award up to 6 marks** **Award 0 marks** where response is not creditworthy **Award 1-2 marks** for a basic assessment which shows limited knowledge and understanding of the value of multi-disciplinary teams working together to support children and their families/carers. **Award 3-4 marks** for a good assessment which shows some knowledge and understanding of the value of multi-disciplinary teams working together to support children and their families/carers. **Award 5-6 marks** for a very good assessment which shows sound knowledge and understanding of the value of multi-disciplinary teams working together to support children and their families/carers. Response may refer to: • A more efficient service can be offered saving time for families • Leads to a timely intervention • Families can be seen by the correct/best service for them at the right time • Leads to seamless transition from one service to another • Care offered is more cohesive, joined up working • Reduces time wasting • Better communication between teams • Limits repetition of information sharing which means less stress for participants • Individual needs can be catered for • Supports consistent care • Encourages a person-centred approach • Sharing good practice ensures best care • All agencies can be better informed • A holistic view of the needs of the family can be utilised • Avoids duplication of services therefor saving time and resources • Can reduce confusion for families This list is not exhaustive Credit any other relevant response	6

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Question		Answer	Total Marks
8.	(a) LO 2 (2.2)	National Minimum Standards (NMS) require day nurseries to provide a range of opportunities for learning. Standard 7 states that experiences should include choice and contribute to all aspects of development State **three** activities nursery staff can introduce to meet the requirements of Standard 7: Opportunities for learning **Award 0 marks** where response is not creditworthy **Award 1 mark** for each activity stated up to a maximum of **3** marks Response may refer to: • Role play area • Outdoor play facilities • Book corner • Circle time • Group games • Games with rules • Water play • Sand play • Painting activities • Craft making activities • Large play equipment • Building blocks e.g. lego • Gardening tasks • Singing • Junk modelling • Food tasting • Free play This list is not exhaustive Credit any other relevant response	3
	(b) LO3 (3.1)	Consider the impact of Standard 7: Opportunities for Learning on nursery provision **Award 0 marks** where response is not creditworthy **Award 1-2 marks** for a basic consideration which shows limited knowledge and understanding of the impact of Standard 7: Opportunities for Learning on nursery provision **Award 3-4 marks** for a good consideration which shows some knowledge and understanding of the impact of Standard 7: Opportunities for Learning on nursery provision. **Award 5-6 marks** for a very good consideration which shows sound knowledge and understanding of the impact of Standard 7: Opportunities for Learning on nursery provision	6

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Question		Answer	Total Marks
		Response may refer to: **Nursery staff will need to consider that they are:** providing a wide range of resources suitable for all age range catered for in the day nursery. Meeting and supporting individual needs through a variety of activities Supporting the holistic development of all children based on stage of development. providing suitable outdoor activities as well as indoor activities which provide ample opportunity for learning. Providing for cool down and rest following active learning. Providing experiences that give children the opportunity for hands on and active learning which encourages choice. Providing language rich environment allowing children to explore language through books/displays/discussion. This language environment should consider bilingual learning. Providing an environment that offers opportunity to develop independence and confidence whilst learning about acceptable behaviour. Promoting positive relationships and a comfortable learning experience. Evidence of allowing children to express feelings and opinion. Working in partnership with parents which enables understanding of circumstances and situations, this will benefit all concerned and provide for a better learning environment. Delivering the content of the Foundation Phase and know how planning can include all areas of learning to support children's learning and development. This should be developed to allow children to plan and evaluate their own learning. Observing children as they play and learn, allowing staff to identify stages of learning and plan accordingly. Consideration of children's rights during play This list is not exhaustive Credit any other relevant response	

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Question		Answer	Total Marks
9.	LO3 (3.1)	Outline the main characteristics of a Health and Safety policy **Award up to 4 marks** **Award 0 marks** where response is not creditworthy **Award 1-2 marks** for a good outline which shows some knowledge and understanding of the main characteristics of a health and safety policy **Award 3-4 marks** for a very good outline which shows sound knowledge and understanding of the main characteristics of a health and safety policy Response may refer to: Meets the requirements of the National Minimum Standards (NMS) as set out in the regulations Helps keep children safe during learning activities indoors and outdoors Ensures legislation is adhered to in areas such as child-adult ratios. Gives clear instructions on how to deal with accidents/emergencies. Supports the actions and decisions of staff when dealing with accidents/emergencies Informs actions when dealing with hazards Supports regulations concerning storing of medication and hazardous substances/reporting injuries or diseases Forms part of the safeguarding policy Refers to risk assessment Identifies manual handling procedures for staff Ensures fire safety and fire drills are carried out Supports the provision of safe resources which are safety marked Food hygiene This list is not exhaustive, Credit any other relevant response	4

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Mapping Quick Reference Grid

Unit 216 Y paper 2021				
Question	**LO1**	**LO2**	**LO3**	**LO4**
1. (a) (b) (c)	✓ (1.1) ✓ (1.6) ✓ (1.1)			
2.	✓ (1.5)			
3.		✓ (2.1)		
4. (a) (b)		✓ (2.3) ✓ (2.3)		
5.		✓ (2.2)		
6 (a) (b) (c) (d)				✓ (4.2) ✓ (4.1) ✓ (4.1) ✓ (4.1)
7.				✓ (4.2)
8. (a) (b)		✓ (2.2)	 ✓ (3.1)	
9.			✓ (3.1)	

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Mapping Document: Understanding Children's Care, Play, Learning and Development:

Learning Outcomes	Assessment Criteria	Question number	No of marks	Total marks per LO And %weighting	Minimum range marks per LO And %weighting
The learner will:	The learner can:				
LO1 Stages and general patterns of physical, intellectual (cognitive) language, emotional and social development in children from conception to 19 years	**AC1.1** stages and general patterns of physical growth and development	**1. (a)** **1. (c)**	**4** **5**	**17** **25%**	**14-17 marks** **20-25%**
	AC1.2 stages and general patterns of intellectual (cognitive) development				
	AC1.3 stages and general patterns of language development				
	AC1.4 stages and general patterns of emotional development				
	AC1.5 stages and general patterns of social development	**2.**	**3**		
	AC1.6 the holistic nature of development 0-19 years	**1. (b)**	**5**		

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Learning Outcomes	Assessment Criteria	Question number	No of marks	Total marks per LO And %weighting	Minimum range marks per LO And %weighting
LO2 How learning environments can assist and support children's health, well-being, development and needs from 0-19 years	**AC2.1** how environments and resources can assist children's holistic development	**3.**	**6**	**21** **30%**	**17-21 marks** **25-30%**
	AC2.2 factors to be considered when planning activities and the environment for children at different stages of development, in different childcare settings	**5.** **8. (a)**	**5** **3**		
	AC2.3 the influence that different education and childcare settings may have on a child's development	**4. (a)** **4. (b)** **3.**	**1** **6** **6**		
LO3 The impact of legislation in relation to all types of children's play, learning and development settings in Wales.	**AC3.1** the value and impact of legislation, regulations, policies and current government initiatives in Wales	**9.** **8. (b)**	**4** **6**	**10** **15%**	**10-14 marks** **15-20%**
LO4 The role and value of the social care, education and health services available in Wales to support with children's care, health, well-being and development needs	**AC4.1** the role and benefit of services that are accessed by children and their families/carers to support health and well-being	**6. (b)** **6. (c)** **6. (d)**	**5** **3** **6**	**22**	**19-23 marks** **28-33%**
	AC4.2 how children (and their family/carers) living with a range of conditions and / or additional needs, can be supported by key stakeholders	**7.** **6. (a)**	**6** **2**		
		Total marks	**70**	**70**	

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Mapping	Document					
		Assessment requirements				
Question	Mark allocation	(a)	(b)	(c)	Question type / Command verbs	
1. (a)	4	✓			Complete a chart – identify	
(b)	5		✓		Explain	
(c)	5			✓	Describe	
2.	3				Identify	
3.	6				Assess	
4 (a)	1				Identify	
(b)	6				Discuss	
5.	5				Examine	
6 (a)	2				Name	
(b)	5				Explain	
(c)	3				Identify	
(d)	6				Discuss	
7.	6				Assess	
8. (a)	3				State	
(b)	6				consider	
9.	4				Outline	

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