EXAMINERS' REPORTS

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

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

JANUARY 2024

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

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

General Comments

The content of this paper presented a range of question types covering the content of Unit 216 as set out in the specification and there were no unexpected questions. The question types provided a range of lower and higher tariff questions across the content of the unit 216 specification, using a varied range of command verbs.

Most candidates attempted all questions, however there appeared to be some gaps in knowledge. This was particularly evident in relation to question 8 where candidates were required to explain how the 'Childcare Offer' can promote inclusion. There was also evidence of candidates misreading questions resulting in responses being incorrect. This was seen mainly at question 2a where limited understanding of a bilingual environment was shown, and at question 6 where many candidates summarised the anti-bullying procedure in place of the content of the policy. Discussion at conference resulted in mark scheme changes and additions allowing some candidates to receive marks they otherwise would not have been awarded.

Responses indicated a range of theoretical knowledge and understanding, and some candidates were able to develop this in relation to their own practice experience. The ability to make practice links seemed to have improved for this paper, possibly due to the return to work placement since Government Covid restrictions were lifted.

Once again, those candidates completing online papers were able to extend their responses and gain higher band marks in many instances. Several examiners experienced difficulty reading handwritten papers which could have contributed to the awarding of lower marks.

Although there was a general understanding of command verbs some candidates lost valuable marks where command verbs were not followed resulting in bullet pointed responses, this was seen mainly where the command verb "outline" or "summarise" was in the question. Where this was seen candidates were awarded from the lower bands.

Number of Entries:	**220**
English – On screen:	**170**
Welsh – On Screen:	**3**
English – Paper:	**42**
Welsh – Paper:	**5**

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Individual question feedback.

Q.1a (1.4) The possibility of 3 marks were available through a basic tick box question. Although many candidates were able to input correct answers, there was some apparent lack of understanding which limited the marks awarded for a very basic question type.

Q.1b (1.6) Most candidates were able to follow the command verb and clearly explain the question requirements. Many responses fell in the good or very good mark band where candidates were able to explain clearly how pretend play supports holistic development often referring to own experiences.

Q.1c (1.4) 3 marks were available for a "state" command verb and full marks were achieved by most candidates. Responses included a range of statements referring to "encouraging friendships" and "working with families". Some also gave practical examples such as Circle time.

Q.1d (1.5) This 6-mark question gave candidates the opportunity to develop a discussion. Many candidates were able to show very good knowledge and understanding of the requirements of the question whilst developing their response to gain higher band marks. Some responses were limited and focussed on one aspect such as sharing. These responses were awarded marks from the lower bands.

Q.2a (2.1) Some well developed explanations showed sound knowledge and understanding of the bi-lingual environment and took a logical approach to the question. This type of response allows candidates to consider a range of aspects thus covering the requirements in relation to holistic development. Many candidates did not respond appropriately and were only awarded minimum marks due to conference discussion changes.

Q.2b (2.1) A total of 3 marks were available, 1 for each resource or learning tool named. A vast range of answers were offered by candidates and additions to the mark scheme allowed most candidates to gain the full allocation of marks available.

Q.3 (2.2) The "outline" command verb allowed some candidates to develop a response in line with full mark requirements. These responses developed a range of ideas from safety aspects to the need for inclusion. Others were limited in content and remained focussed on safety issues only. These candidates, along with those who did not follow the command verb, were awarded from the lower bands.

Q.4a (2.3) Candidates were required to identify an educational setting for 1 mark. The majority of candidates were able to identify a creditworthy answer.

Q.4b (2.3) To obtain up to 4 marks candidates were asked to consider how home schooling may best meet the needs of individual children and their families/carers. A full range of marks across all bands was seen in the responses put forward. Some lost marks where consideration focussed wholly on the child and did not refer to the family/carers as required.

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Q.4c (2.3) 3 marks were available to candidates where sound knowledge and understanding was shown in relation to the Flying Start initiative. Some candidates were able to expand an outline by referring to speech and language support and/or health visitor services. These papers were awarded a full 3 marks. The majority of other responses gained marks from the remaining lower options.

Q.5a (3.1) Although some candidates did not meet the command verb but instead responded with a list, most were able to gain some marks ranging from 1 to 4. It was pleasing to see some responses include examples of specific rights and use correct terminology. Others were more general and tended to focus on one element such as safeguarding.

Q.5b (3.1) Some examiners expressed concern at the limited attempts to develop the second part of this question. Candidates were required to make practice links and few were able to show evidence of this in their discussion. Those who performed well at the previous question seemed better prepared for what was required here and some were able to achieve higher band marks.

Q.6 (3.1) Most candidates were awarded some marks for evidence presented where positive marking was used by examiners. The question required candidates to summarise the content of the anti-bullying policy. A number of candidates appeared to misread or misunderstand the requirement and instead summarised the procedure. The difference in approach contributed to marks awarded.

Q.7a (4.1) The majority of candidates were able to present a good description of the role of the youth worker allowing well deserved middle band marks to be given. Some lost marks due to developing a description based on early years children which lacked clear understanding.

Q.7b (4.1) A full 2 marks were achieved by most candidates at this question. Responses were varied and examiners considered all attempts positively. This allowed awarding where candidates had offered alternative words/phrases in place of the usual responses such as “may live far away” instead of “geographical”.

Q.8 (4.1) This question appeared to cause an issue for many candidates. Many made no attempt at this question and where a response was offered it was clear there was no understanding of the Childcare Offer. Limited marks were awarded with only a small few achieving marks from the middle band. It was apparent that some had not read the question properly as an explanation of a Childcare Officer was attempted.

Q.9a (4.2) 3 marks were achieved by the majority of candidates who were able to name 3 relevant key stake holders. Answers were varied and examiners made good use of the “Credit any other relevant response” option to enable awarding for Social Services/CAMHS or the Police as well as straight forward options such as a dietician or health visitor.

Q.9b (4.2) The “analysis” command verb was considered by some candidates in a very practical way allowing higher end marks to be awarded. This analysis could be seen where examples were given from own experience of team working. Some responses were limited and remained focussed on the safeguarding team which did not fully answer the question requirements, though marks were awarded where possible.

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Recommendations to centres

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

- Candidates should be encouraged to read question guidance carefully and follow the instructions given. Marks can be lost where candidates misinterpret question content.
- Please remind candidates that where continuation sheets are used these should be clearly signposted. Marks cannot be awarded where it is not clear to an examiner which question response they are reading.
- 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. This is particularly important where an outline or summary is required.
- Encourage candidates to avoid the use of, “etc.” and phrases such as “and so on”. This does not show sound knowledge, instead candidates could be encouraged to develop the response to show they understand what they are referring to.
- Learners should be reminded of the age range for this qualification.
- 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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