LEVEL 2 MARKING SCHEME

WINTER 2024

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 2024 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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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>LO1
(1.4)
(a)</td><td>The statements in the chart below are either true or false.

Place a tick ✓ in the correct box. An example has been completed for you.

<table>
<tr><th>Statement</th><th>True</th><th>False</th></tr>
<tr><td>I am 1 month old and I am totally dependent on my carer to meet my needs</td><td>✓
Example</td><td></td></tr>
<tr><td>I am 8 months old and I am likely to cry when my carer leaves me</td><td>✓</td><td></td></tr>
<tr><td>I am 1 year old and I can dress my self</td><td></td><td>✓</td></tr>
<tr><td>I am 12 years old and may worry about my physical changes</td><td>✓</td><td></td></tr>
</table></td><td>3</td></tr>
<tr><td></td><td>LO1
(1.6)
(b)</td><td>Explain how pretend play can promote the holistic development of children.

Award up to 4 marks

Award 0 marks where response is not creditworthy.

Award 1 mark for a basic explanation showing limited knowledge and understanding of how pretend play can promote the holistic development of children.

Award 2-3 marks for a good explanation showing some knowledge and understanding of how pretend play can promote the holistic development of children.

Award 4 marks for a very good explanation showing sound knowledge and understanding of how pretend play can promote the holistic development of children.

Response may refer to:
• supports development and sharing of ideas.
• enables expression of ideas which supports communication.
• offers opportunity for problem solving and development of reasoning skills.
• encourages children to work practically and discover what works.
• develops new vocabulary supporting discussion and opportunity for thinking.
• children learn about themselves and the world around themselves and the world around them.
• supports exploration of frightening or worrying experiences
• children learn to negotiate and consider others’ perspectives.
• transfer knowledge from one situation to another.
• enables children to read social cues.
• enables recognition and regulation of emotions.
• children will be able to negotiate and take turns.
• allows children to develop imagination and creativity.
• encourages working together and co-operation.

This list is not exhaustive.
Credit any other relevant response.</td><td>4</td></tr>
</table>

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Question		Answer	Total marks
	LO1 (1.4) (c)	Staff in the nursery are preparing to welcome a new group of children. State three ways the staff can support emotional development during this time. **Award 0 marks** where response is not creditworthy. **Award 1 mark** for each response stated up to a maximum of 3 marks. Response may refer to: • develop a routine and ensure the children become familiar with it. • build good relationships with parents/carers. • speak with respect to each other and family members. • strengthen new attachments especially with key worker. • respond to emotional outbursts appropriately. • create enabling environments for the children to explore. • provide familiar experiences and resources. • develop a sense of security and belonging. • organise visits for the children and the family. • encourage the family to talk at home about the activities in the nursery. • help the children develop friendship groups by providing social activities. • encourage circle time where children can share information. • make sure staff are aware of the children's likes and dislikes. • share experiences through songs and rhymes and stories. • provide welcome packs explaining the procedures of the group. • encourage role play experiences. • support development of self-help skills. • modelling positive behaviour. This list is not exhaustive. Credit any other relevant response.	3

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Question		Answer	Total marks
	LO1 (1.5)	All children in the new group are approaching the **associative stage of play (joining in play)**	
	(d)	Discuss how the staff in the nursery can support the children's social development during the **associative stage of play (joining in play)** **Award up to 6 marks** **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a basic discussion showing limited knowledge and understanding of how the staff in the nursery can support the children's social development during the associative stage of play. **Award 3-4 marks** for a good discussion showing some knowledge and understanding of how the staff in the nursery can support the children's social development during the associative stage of play. **Award 5-6 marks** for a very good discussion showing sound knowledge and understanding of how the staff in the nursery can support the children's social development during the associative stage of play. Response may refer to: • offer opportunities for sharing resources to achieve a common goal. These opportunities could be indoors or outdoors and will prepare children for working together. • plan activities where turn taking is necessary. This will support the understanding of rules and social behaviour. • encourage group games/activities to support the development of respect for others. • provide opportunities for interaction and observation of those around them. • ensure opportunity to recognise and share feelings. • observe and praise the contribution each child makes to the group activity/experience. • encourage pretend play where everyone can bring themselves and their own personalities to an activity. • provide opportunities outside of the nursery where children can interact with others and their surroundings. • encourage interaction which includes observing others to develop understanding of the needs of others. • plan opportunities to discuss and share experiences where there is the need to listen to each other. • plan and support activities that support social readiness in the real world. • allow choice and decisions in particular where children can choose with what and with whom they want to play. • support children in inviting each other into their play. This list is not exhaustive. Credit any other relevant response.	6

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Question		Answer	Total marks
2.	LO2 (2.1)	The current early years curriculum supports a bilingual environment in settings in Wales.	
	(a)	Explain how a bilingual environment supports holistic development. **Award up to 6 marks** **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a basic explanation showing limited knowledge and understanding of how a bilingual environment supports holistic development. **Award 3-4 marks** for a good explanation showing some knowledge and understanding of how a bilingual environment supports holistic development. **Award 5-6 marks** for a very good explanation showing sound knowledge and understanding of how a bilingual environment supports holistic development. Response may refer to: • bilingual children often find it easier to solve word problems. • bilingualism can support thinking and memory skills and an understanding of logic. • being bilingual can encourage further language learning as a third language becomes more easily acquired. • supports learning processes into adult hood and throughout life. • switching language develops a flexible approach to thinking skills. • supports better brain function and delays degenerative conditions such as dementia. • develops family and community relationships. • helps develop an understanding of other languages and cultures. • enables development of a range of friendship groups • creates an understanding of equality and diversity. • provides improved communication experiences enabling better relationship building. • allows access to an extended range of social activities. • offers outdoor opportunities that may not otherwise be accessible. • allows children to attend a range of physical activities with different peer groups. • outdoor/physical activities can be planned within a bilingual curriculum which will support a healthy lifestyle. • choice of language can support opportunities for enjoyment and fun whilst enhancing opportunities for physical development. This list is not exhaustive. Credit any other relevant response.	6

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Question		Answer	Total marks
	LO2 (2.1) (b)	Name **three** resources **or** learning tools which could be provided to support children's bilingual development. **Award 0 marks** where response is not creditworthy. **Award 1 mark** for each relevant response to a maximum of **3 marks** Response may refer to: • books. • pictures. • displays. • stories. • songs. • rhymes. • digital toys/apps. • interactive toys. • telephones. • naming games e.g. I spy. • word games. • websites. • TV programmes. • puzzles. • language teacher. • conversations. This list is not exhaustive. Credit any other relevant response.	3

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Question		Answer	Total marks
3.	LO2 (2.2)	Charlie is a childcare worker in the reception class of the local primary school. He has responsibility for planning a wall display. Outline a range of factors Charlie would need to consider when planning a wall display. **Award 0 marks** where response is not creditworthy. **Award 1 mark** for a basic outline showing limited knowledge and understanding of a range of factors Charlie would need to consider when planning a wall display. **Award 2-3 marks** for a good outline showing some knowledge and understanding of a range of factors Charlie would need to consider when planning a wall display. **Award 4 marks** for a very good outline showing sound knowledge and understanding of a range of factors Charlie would need to consider when planning a wall display. Response may refer to: • the theme in place in the reception class at the time. • the space available for the display. • the type of display needed e.g. wall/hanging/window/outdoor/tabletop/interactive display. • materials needed/available. • cost of any new materials need to be purchased. • location of displays. • accessibility for children. • children's participation and sharing of ideas. • age and stage of children to be considered for labelling purpose. • type of language to be used e.g. bilingual display. • durability of materials. • health and safety of materials used. • reading conventions when labelling. • safeguarding e.g. photographs and names. • health and safety. This list is not exhaustive. Credit any other relevant response.	4

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Question		Answer	Total marks
4.	LO2 (2.3) (a)	There are a variety of educational settings where children's health, well-being and development is supported and promoted, for example, home schooling. Identify **1 other Educational setting** where children's health, well-being and development is supported and promoted. **Award 0 marks** where response is not creditworthy. **Award 1 mark** for a correct response. Response may refer to: • statutory school provision, 3-18 years. • alternative provision. • additional needs settings. • alternative models e.g. Montessori. • faith schools. • private education. • boarding schools. • nursery/flying start setting. This list is not exhaustive. Credit any other relevant response.	1
	(b)	Consider how **home schooling** may best meet the needs of individual children and their families/carers. **Award up to 4 marks** **Award 0 marks** where response is not creditworthy. **Award 1 mark** for a basic consideration showing limited knowledge and understanding of how home schooling may best meet the needs of individual children and their families/carers. **Award 2-3 marks** for a good consideration showing some knowledge and understanding of how home schooling may best meet the needs of individual children and their families/carers. **Award 4 marks** for a very good consideration showing sound knowledge and understanding of how home schooling may best meet the needs of individual children and their families/carers. Response may refer to: • education can be tailored to meet individual needs of children. • individual children's like and interests can be catered for. • real life experiences such as, cooking, gardening, shopping, can play a major role in children's education whilst supporting areas of development. • the family/carer will be able to integrate learning into daily life's which might offer more freedom and flexibility for all. • Spending more time together could strengthen family relationships. • individual learning can promote independence. • opportunity for learning at individual pace could reduce stress factors.	4

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Question		Answer	Total marks
		• could ensure the preservation of family morals and values. • cultural practices can be observed as required. • allows opportunity to promote language of choice. • cost of resources – transport/uniform/equipment. • supports young carers and their families. This list is not exhaustive. Credit any other relevant response.	

	(2.3) (c)	Outline how the Flying Start initiative can improve the health and well-being of children in Wales.
		
		Award up to 3 marks
		
		Award 0 marks where response is not creditworthy.
		
		Award 1 mark for a basic outline showing limited knowledge and understanding of how the Flying Start initiative can improve the health and well-being of children in Wales.
		
		Award 2 marks for a good outline showing some knowledge and understanding of how the Flying Start initiative can improve the health and well-being of children in Wales.
		
		Award 3 marks for a very good outline showing sound knowledge and understanding of how the Flying Start initiative can improve the health and well-being of children in Wales.
		
		Response may refer to:
		• supports families in disadvantaged areas of Wales.
		• Flying start is child focused and offers a range of programmes, activities to support families.
		• focusses on developing early skills in readiness for starting school.
		• Flying start is made up of 4 core elements including.
		  ○ an enhanced health visiting service.
		  ○ access to parenting programmes.
		  ○ speech language and communication support.
		• Flying start encourages multi-agency working so children get the correct support.
		• the programme focuses on early identification and intervention.
		• Flying start supports information sharing between all involved.
		• offers additional support during time of transition.
		• supports the development of social skills/interactions.
		• promotes language experiences.
		• offers families financial advice and information on available benefits.
		• Health Visitor advice can improve well-being and support medical intervention.
		• free, quality part time childcare can support parent/carer return to work which will improve financial circumstances.
		• listen to families and offers support to all.
		
		This list is not exhaustive.
		Credit any other relevant response.
			3

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Question		Answer	Total marks
5.	LO3 (3.1) (a)	Outline the United Nations Convention on the Rights of the Child **Award up to 4 marks** **Award 0 marks** where response is not creditworthy. **Award 1 mark** for a basic outline showing limited knowledge and understanding of the United Nations Convention on the Rights of the Child. **Award 2-3 marks** for a good outline showing some knowledge and understanding of the United Nations Convention on the Rights of the Child. **Award 4 marks** for a very good outline showing sound knowledge of the United Nations Convention on the Rights of the Child. Response/example may refer to: • the UN Convention supports a child centred approach. • the UN Convention is based around the principle of non-discriminatory practice. • the UN Convention supports the need for children to freely express themselves. • the UN Convention recognises the need for children to develop in a safe environment. • the UN Convention states children have the right to play. • the UN Convention believes children have the right to free education. • the UN Convention considers an adequate standard of living as a right for children. • the UN Convention supports the rights of children with additional needs. • 54 articles on rights. This list is not exhaustive. Credit any other relevant response.	4
	LO3.1 (b)	Discuss the value and impact of the United Nations Convention on the Rights of the Child on childcare practice in Wales. **Award up to 6 marks** **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a basic discussion showing limited knowledge and understanding of the value and impact of the United Nations Convention on the Rights of the Child on childcare practice in Wales. **Award 3-4 marks** for a good discussion showing some knowledge and understanding of the value and impact of the United Nations Convention on the Rights of the Child on childcare practice in Wales.	6

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Question		Answer	Total marks
		Award 5-6 marks for a very good discussion showing sound knowledge and understanding of the value and impact of the United Nations Convention on the Rights of the Child on childcare practice in Wales. Response may refer to: • the child's best interests are considered, and decision making is based on the children's needs. • supports implementation of the Equal Opportunities policy encouraging fairness and diversity in practice • supports a curriculum where choice is offered through a variety of activities. • recognises the need for safe practices and a Health and Safety policy. Where children feel safe, they are more likely to settle and feel comfortable in the setting. • the right to play is recognised and encouraged indoors and outdoors. • settings provide play opportunities that support healthy development. • Staff have a legal obligation to limit risk and keep children and themselves as safe as possible encouraging independence. • the introduction of initiatives such as Flying Start supports families living in poverty or low-income families. • settings support healthy eating initiatives and health care such as 'the brush bus' initiative. • supports the development of an enabling environment encouraging staff to develop challenging activities within a safe environment encouraging exploration and learning. • supports multi agency practice which ensures individual needs are met. • values the input of parents/carers as the child's first educators. • diverse practice in settings ensure children retain their identity and language of choice. • settings provide opportunities for children to share feelings and understand the feelings of others. • opportunities for development of interests and group activities are developed by those with responsibility for children, such as local councils. • settings recognise the importance of confidentiality to keep children safe. This list is not exhaustive. Credit any other relevant response.	

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Question		Answer	Total marks
6.	LO 3.1	Lowri attends the local comprehensive school and has recently told her father she is being bullied by a girl in her class. Following a meeting with the head of year Lowri's father has asked for a copy of the school's anti-bullying policy. Summarise the expected content of the anti-bullying policy. **Award up to 4 marks** **Award 0 marks** where response is not creditworthy. **Award 1 mark** for a basic summary showing limited knowledge and understanding of the expected content of the school's anti-bullying policy. **Award 2-3 marks** for a good summary showing some knowledge and understanding of the expected content of the school's anti-bullying policy. **Award 4 marks** for a very good summary showing sound knowledge and understanding of the expected content of the school's anti- bullying policy. Response may refer to: The school's anti-bullying policy could contain: • a statement of belief outlining the values that underpin the policy. e.g. both parties need support/bullying can be prevented with the right support/a commitment to inclusion/assurance that all concerns are taken seriously. • a definition of the term bullying. • a description of types of bullying. • the roles and responsibilities of those involved which includes all staff and parents/carers. • a statement of procedures i.e. what happens when a case of bullying is reported. • an explanation of how cases might be escalated. • name of person to whom a complaint should be made. • types of training that may be available for staff. • types of support that may be in place for children/young people. This list is not exhaustive. Credit any other relevant response.	4

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Question		Answer	Total marks
7.	LO4 (4.1)	Youth services are provided by the local authority as part of their statutory duty.	
	(a)	Describe the role of the youth worker. **Award up to 4 marks** **Award 0 marks** where response is not creditworthy. **Award 1 mark** for a basic description showing limited knowledge and understanding of the role of the youth worker. **Award 2-3 marks** for a good description showing some knowledge and understanding of the role of the youth worker. **Award 4 marks** for a very good description showing sound knowledge and understanding of the role of the youth worker. Response may refer to: • youth workers work with vulnerable children and young adults. • youth workers support both personal and educational development of children and young adults. • youth workers will sometimes act as advocates and liaise with other team members. • youth workers will build up relationships with children and young adults. • youth workers will sometimes assist in legal situations. • youth workers will support families where they may be safeguarding issues. • youth workers can refer children and young adults to other organisations for support e.g. support with alcohol or drug abuse. • youth workers may be involved with the education team where a child/young person is experiencing issues at school. • youth workers may work in a variety of settings such as youth clubs or counselling centres. • youth workers may offer support to young people seeking employment. • youth workers can support young people with relationship issues. • youth workers involve children and young people in their own care and support social inclusion. • organising activities. This list is not exhaustive. Credit any other relevant response.	4

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Question		Answer	Total marks
7.	LO4 (4.1) (b)	Identify **2** barriers that children and families may experience when accessing youth services. **Award 0 marks** where response is not creditworthy. **Award 1 mark** for each relevant response to a maximum of **2 marks** Response may refer to: • language or cultural barriers. • financial barriers. • physical barriers. • psychological barriers. • lack of resources/availability. • geographical barriers. • age of child. • time. This list is not exhaustive. Credit any other relevant response.	2

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Question		Answer	Total marks
8.	LO4 (4.1)	Explain how the '**Childcare Offer'** can promote inclusion. **Award up to 5 marks** **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a basic explanation showing limited knowledge and understanding of how the '**Childcare Offer'** can promote inclusion. **Award 3-4 marks** for a good explanation showing some knowledge and understanding of how the '**Childcare Offer'** can promote inclusion. **Award 5 marks** for a very good explanation showing sound knowledge and understanding of how the '**Childcare Offer'** can promote inclusion. Response may refer to: • offers 30 hours of early education and childcare a week, for up to 48 weeks of the year. • it aims to make life easier for parents by offering help with childcare costs. • helps parents/carers return to work which can help families financially. • helps parents/carers increase hours of work which can mean extra wages for additional resources. • allows a more flexible approach to working hours which could mean families spend more time together. • available for 48 weeks of the year so care can be accessed through school holidays. • a range of providers are involved with the offer which means a wider choice for families. • the variety of choice means the needs of families can be considered. • provision can be accessed through a choice of languages. • tax credits can still be claimed at the same time as the childcare offer. • more money available to access services not otherwise available. • support all types of families. This list is not exhaustive. Credit any other relevant response.	5

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Question		Answer	Total marks
9.	LO4 (4.2) (a)	Name **3 key** stakeholders in the multi-disciplinary team who support children and their families/carers living with health conditions and/ or additional needs. **Award 0 marks** where response is not creditworthy. **Award 1 mark** for each relevant response to a maximum of **3 marks.** Response may refer to: • Additional Learning Needs Coordinator (ALNCO). • Charitable organisations. • Counsellors. • Dietician. • Teachers. • EAL teachers. • Educational/child psychologist. • General practitioner (GP). • Health visitor/assistant. • Occupational therapist. • Orthotist. • Physiotherapist. • Social workers. • Speech and language therapist. • 1-2-1/support worker. • CAMHS. • Chemist. This list is not exhaustive. Credit any other relevant response.	3

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Question		Answer	Total marks
	LO4 (4.2) (b)	Analyse the role of the multi-disciplinary team when supporting children and their families/carers living with a range of conditions and/or additional needs. **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a basic analysis showing limited knowledge and understanding of the role of the multi-disciplinary team when supporting children and their families/carers living with a range of conditions and/or additional needs. **Award 3-4 marks** for a good analysis showing some knowledge and understanding of the role of the multi-disciplinary team when supporting children and their families/carers living with a range of conditions and/or additional needs. **Award 5 marks** for a very good analysis showing sound knowledge and understanding of the role of the multi-disciplinary team when supporting children and their families/carers living with a range of conditions and/or additional needs. Response may refer: • to develop an understanding of each other's roles and responsibilities to provide a better service for families. • to support each other with open communication enabling sharing of information which will ensure appropriate provision. • to use a variety of communication methods which support the team and the family in a way understandable by all. • to enhance the well-being of those in need of their support which improves and supports positive outcomes. • to ensure information sharing which means all concerned are aware of important facts in order to proceed with appropriate provision. • to delegate tasks to those most suitable which ensures service users receive the correct care from the relevant team members. • to limit the risk of failure to provide necessary services while avoiding duplication. • to encourage a holistic approach which avoids disjointed services. • to have an understanding of local provision so those in need can easily access the services available whilst limiting barriers. • to work together in one place avoiding the need for extensive travel by the service user, sometimes referred to as a "one stop shop". • to offer a wider network of services opening up opportunities for children and families which are accessible. • to consult with service users which creates a better understanding of need. • to create a respectful atmosphere which encourages good working relationships to support a good standard of services. • to work towards the same aim which enables good outcomes and improved support for service users.	5

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Question		Answer	Total marks
		• to bring an awareness and understanding of policies and procedures relevant to the situation which will support decision making. • to share information in a confidential manner which keeps within the law and supports positive relationships and trust between the team and service users. • to ensure aspects of safety are met where specific expertise is required to support service users. • to share responsibilities and lower stress levels for all concerned. • to encourage a whole family approach to empower decision making. • to break down the need for repetition of information sharing which sometimes creates a barrier for service users. This list is not exhaustive. Credit any other relevant response.	

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Mapping Quick Reference Grid

Question	LO1	LO2	LO3	LO4
1. (a) (b) (c) (d)	✓ (1.1) (1.5) ✓ (1.2) ✓ (1.4) ✓ (1.5)			
2. (a) (b)		✓ (2.1) ✓ (2.1)		
3.		✓ (2.2)		
4. (a) (b) (c)		✓ (2.3) ✓ (2.3) ✓ (2.3)		
5. (a) (b)			✓ (3.1) ✓ (3.1)	
6.			✓ (3.1)	
7. (a) (b)				✓ (4.1) ✓ (4.1)
8.				✓ (4.1)
9. (a) (b)				✓ (4.2) ✓ (4.2)

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Learning Outcomes	Assessment Criteria	Contingency paper 1	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)**	**3**	**16** **22%**	**14-17 marks** **20-25%**
	AC1.2 stages and general patterns of intellectual (cognitive) development	✓	**1 (b)**	**4**		
	AC1.3 stages and general patterns of language development					
	AC1.4 stages and general patterns of emotional development	✓	**1 (c)**	**3**		
	AC1.5 stages and general patterns of social development	✓	**1 (d)**	**6**		
	AC1.6 the holistic nature of development 0-19 years					
LO2 How learning environments can assist children's health, well-being, development and needs	**AC2.1** how environments and resources can assist children's holistic development	✓	**2 (a)** **(b)**	**6** **3**	**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	✓	**3**	**4**		
	AC2.3 the influence that different education and childcare settings may have on a child's development	✓	**4 (a)** **(b)** **(c)**	**1** **4** **3**		

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Learning Outcomes	Assessment Criteria	Contingency paper 1	Question number	No of marks	Total marks per LO And %weighting	Minimum range marks per LO And %weighting
LO3 The impact of legislation in relation to all types of children's play, learning and development settings in Wales.	**AC3.1** the role, value and impact of legislation, regulations, policies and current government initiatives in Wales	✓	**5. (a)** **(b)** **6.**	**4** **6** **4**	**14** **20%**	**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	✓	**7. (a)** **(b)** **8.**	**4** **2** **5**	**19** **28%**	**19-23 marks** **28-33%**
	AC4.2 how children (and their family/carers) living with a range of additional needs, can be supported by key stakeholders	✓	**9. (a)** **(b)**	**3** **5**		
			Total marks	**70**	**70**	

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Mapping	Document				
Contingency Paper 1		Assessment requirements			
Question	**Mark allocation**	**(a)**	**(b)**	**(c) (d)**	**Question type / Command verbs**
1. (a)	3	✓			Identify
(b)	4		✓		Explain
(c)	3			✓	State
(d)	6			✓	Discuss
2. (a)	6	✓			Explain
(b)	3		✓		Name
3.	4				Outline
4. (a)	1	✓			Identify
(b)	4		✓		Consider
(c)	3			✓	Outline
5. (a)	6	✓			Outline
(b)	4		✓		Discuss
6.	4				Summarise
7 (a)	4	✓			Describe
(b)	2		✓		Identify
8.	5		✓		Explain
9. (a)	3	✓			Name
(b)	5		✓		Analyse

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