EXAMINERS' REPORTS

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

JANUARY 2020

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UNIT 216

General Comments

- A promising number of candidates are attempting to apply knowledge and demonstrate understanding in their responses.
- There were a few candidates that did not attempt some questions this series, this suggested that all content may not have been delivered. It is highly recommended that the January series is not used as an early attempt if GLH for the unit 216 content has not been utilised.
- Literacy was a cause for concern in many scripts, at times responses were difficult to interpret due to the quality of the handwriting. 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.
- Some command verbs proved to be an issue for certain candidates – where clear consideration was given to the choice of command verb candidates, responses tended to be more descriptive and included what was required to access the full range of marks.
- For future entries ensuring candidates have a clear understanding of the command verbs identified in the specification is imperative to allow them to access the full range of marks.
- Future candidates would benefit from having a clear understand of sector vocabulary – for example holistic, physical skills, stakeholders to ensure their responses are accurate and again this will allow them to access available marks.
- It would be beneficial for some candidates to reiterate key words and technical terminology, for example collating a glossary of terms or a list of terminology during revision sessions. This should enable candidates to gain a more efficient understanding of examination questions and different levels of responses that can be given.
- Candidates need to be guided further on the differences of legislation and policy – many marks were lost as a result of candidates not knowing current and up to date laws and what policies were derived from law.

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Comments on individual questions/sections

Q.1 **(a)** Most candidates were able to correctly identify the main areas of development, however, some candidates lost valuable marks as they either referred to skills or included cognitive development and intellectual development as two different areas.

(b) **(i)** This question was generally answered well however some candidates lost marks as they had included social skills rather than what the question asked for. The picture prompt may have influenced some candidates to include fine motor skills when bursting the bubbles - which was an acceptable response.

(ii) This question was answered fairly well with the majority of candidates being able to demonstrate knowledge and understanding of the feel good factor and the impact of being outdoors - Many considered the social aspect which was also given credit - being outdoor allows for friendships and has a positive knock-on effect on well-being. The question allowed candidates to write in accordance to their own experience, however, the responses that gained the higher marks included more of a holistic approach within their response.

(c) This question was answered successfully overall as many candidates captured the essence of story time and how activities such as these promote language, vocabulary and literal behaviour. Even candidates scoring a low total mark appeared to include good evidence of underpinning knowledge for this question.

Q.2 **(a)** This question was answered very well with most responses correctly identifying various resources. In a minority of responses some included activities rather than resources or equipment hence marks were lost.

(b) This question proved to challenge candidates as a result of the command verb or the word holistic – many included resources but did not state how areas of development would be promoted. Some only stated one or two areas or just stated it would support without any explanation at all. It is imperative all candidates understand how a range of resources can promote holistic skills and know exactly what type of resources promote each area of development or how they can be used to promote holistic development.

(c) This question offered varying responses. Most candidates appeared to be able to draw on knowledge gained from being on placement as many gave examples to support / back up what factors they thought needed to be considered – overall a good response where some candidates gained full marks.

Q.3 **(a)** Many candidates were able to correctly evaluate the positive and negative impact of technology by giving balanced responses linking to a range of examples and outcomes. Marks awarded ranged from full to half marks – overall good levels of responses seen as candidates could relate to classroom teaching and their own experiences.

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Q.4 **(a)** Most candidates answered correctly and demonstrated a clear awareness of various settings.

(b) This question offered varying responses from candidates. Many responses included details of how the service supports in general with development or well-being whereas other candidates knew the full extent of what the named programme offers – overall a pleasing range / level of responses.

Q.5 **(a)** **(i)** Many candidates missed out on a mark as they were not familiar with current legislation, or they may have included a policy rather than a law. The term legislation may need to be explained more clearly to some candidates so that they have a clear understanding what the term refers to.

(ii) Most candidates gained a mark here, however, a very small minority included a law thus lost the mark.

(b) This question was answered well by most candidates as they could interpret how legislation supports practice, however, a small minority of candidates did not attempt this question.

Q.6 **(a)** Overall good response were seen for the whole question – many candidates referred to the safeguarding process and included evidence of knowledge in relation to what needs to be done in practice – some had included responses to other multi agencies that maybe involved –which was good to see. However, some candidates only mentioned food clubs or obtaining clothes for Tommy – thus could only access the lower range of marks.

(b) This question again was answered well by most candidates. The majority of candidates attempted this question and appeared to have a sound knowledge of various services which could help the family.

Q.7 **(a)** Some good responses given by candidates. Only a small minority appeared not have knowledge and understanding of barriers that may affect families accessing services.

(b) Again, a good range of responses – answers mostly included EMA, School uniforms, FCF Universal credit or Family tax credit.

Q.8 On the whole this question proved challenging for many candidates – this maybe as a result of the terminology as some candidates appeared not know what the word stakeholders included – many tried to interpret the term and refereed to how they supported rather than demonstrating that they knew what support was available. Many responses referenced “one to one support” and some candidates attempted to state how certain support can be of benefit for children / families to work towards individual targets.

This question was not attempted by a few candidates, which was disappointing to see.

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Summary of key points

Based on their performance on this paper, candidates are offered the following advice:

- Revise carefully, remembering practice on sample questions makes knowledge permanent.
- Effective study skills and good exam technique will give you the confidence to access all available marks / perform well in the examination.
- Exam stamina is essential – read the whole exam paper before you start, so you can see where the marks are allocated. Plan your time linked to the mark allocation – big mark questions need more of your time.
- The command verbs (give, state, name, describe, explain, evaluate, assess) guides you how to answer the question and highlights what to do with your answer.
- Proofread your responses to ensure all your sentences make sense.
- Describe/explain/evaluate/analyse/discuss type questions require more practice. You should support your answers with examples and linked responses in order to access the full marks available.
- Make sure your handwriting is legible.
- Revision is key – remember to have a clear understanding of terminology and what it refers to – this will guide you on knowing what is needed.
- Don't be afraid to use continuation pages if you want to write more than the lines that are available. Label the extra responses clearly so the examiner know where to allocate any extra marks.

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