CONFIDENTIAL

LEVEL 2 MARKING SCHEME

WINTER 2020

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

Please check on the Appointees Management Portal for the date and venue of the examiners' conference: http://appointees.wjec.co.uk

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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

WINTER 2020 MARK SCHEME

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.

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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.

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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Question	Answer	LO's	Total Marks
1. (a)	Complete the chart below to identify the five main areas of development. One has been completed for you. **Award 1 mark** for each correct response. • Language, • Intellectual (cognitive) • Emotional • Social Any order may be accepted.	LO1 1.2, 1.3, 1.4, 1.5	4
(b) (i)	Identify how this activity promotes the development of **two** physical skills **Award 1 mark** per correct response up to a max of 2. Answers may include: • balance • loco motor skills (running) • strength • agility • co-ordination • foot eye coordination • spacial awareness. • cross motor skills	LO1 1.1	2

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Question	Answer	LO's	Total Marks
(ii)	Explain how outdoor play can have a positive impact on emotional development and well-being. **Award 0 marks** where response is not creditworthy. **Award 1 mark** for a basic explanation which shows little knowledge and understanding of the positive impacts on emotional development and well-being. **Award 2-3 marks** for a good explanation which shows knowledge and understanding of the positive impact on emotional development and well-being. **Award 4 marks** for a very good explanation which shows detailed knowledge and understanding of how outdoor play can have a positive impact on emotional development and well-being. Response may refer to: • making the child feel happy • developing a sense of confidence and freedom • developing self-esteem • open space enhances a feeling of well-being and fulfilment • being outdoor can alleviate frustration and behaviour issues • control strong emotions such as anger • no pressure on them to perform • developing the love of the outdoors / awareness of nature • building resilience and skills to manage different outdoor environments • team building – acceptance • building friendships with others • promotes communication with others. This list is not exhaustive. Credit any other relevant response.	1.4	4

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Question	Answer	LO's	Total Marks
(c)	Book time and storytelling are important daily activities in nursery settings. Describe how activities such as these promote children's language and literacy within a nursery setting. Award up to **6** marks. **Award 0 marks** where response is not creditworthy. **Award 1 mark** for a limited description of a different activity or a very limited description on how language and literacy is promoted. **Award 2 marks** for a basic description which shows little knowledge and understanding of how activities such as these can promote a child's language and literacy development. **Award 3-4 marks** for a good description which shows some knowledge and understanding of how activities such as these can promote a child's language and literacy development. **Award 5-6 marks** for a very good description which shows knowledge and understanding of how the activities such as these can promote a child's language and literacy development. Response may refer to: • engaging in the prerequisites of reading and writing • letter formation • reading and writing conventions (literal behaviour) • picture and word association • extending vocabulary and sentences • developing and expanding words / vocabulary • understanding word blends • understanding basic rules of grammar (syntax) • communicating using different forms • alliteration – as a result of rhyming words – memorising, making connections • promotes communicating with others • sharing stories with others • developing expression in language • develops communication and several literacy skills • repetition through actions, songs and rhymes • builds language sentence structure • encourages imagination in language • develops sentence structure This list is not exhaustive. Credit any other relevant response.	LO1 1.3	(6)

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Question	Answer	LO's	Total Marks
2.	Dylan is 4 years old and attends the local primary school. He engages in learning in different ways in the classroom as the school follows the Foundation Phase curriculum.	LO2	
(a)	Name **three** resources that may be used in the classroom to engage Dylan in learning. **Award up to 1** mark for each of the first three responses given Response may refer to: • Adults • Books (Story sacks – props) • Any digital resources including iPad/tablet • Natural household waste • Toys • TV programmes • Outdoor resources • Role corner play • Any dressing up material • Recycling materials • Natural materials • Role play resources – home corner/shop • Construction activities • Small word play – figures/animals • Sensory materials – tact like, light, shinning etc. • Creative resources – panels, crayons, materials • Sand/water play This list is not exhaustive. Credit any other relevant response.	1.6, 2.1	3

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Question	Answer	LO's	Total Marks
(b)	Assess how access to a range of resources can promote a child's holistic development. Award up to **4** marks. **Award 0 marks** where response is not creditworthy. **Award 1 mark** for a basic assessment which shows little knowledge and understanding of how access to a range of resources can promote holistic development. **Award 2-3 marks** for a good assessment which shows knowledge and understanding of how access to a range of resources can promote holistic development. **Award 4 marks** for a very good assessment which shows detailed knowledge and understanding of how access to a range of resources can promote holistic development. Award a maximum of **two** marks if learner refers to only one resource and state how it may promote holistic development (all areas need to be mentioned briefly) Response may refer to: • Promotes language and literacy development – extends vocabulary as children communicate whilst using various resources such as books, they speak out loud to make sense of what they have read • Playing games with other children – table top games • Promotes social development as they may be playing alongside other children, builds friendships and allows children to learn various rules or learn what is expected of them – appropriate behaviour, turn taking skills • Promotes cognitive development – again as above table top games will extend problem solving skills or even expands a child's ideas. They will learn how things work – construction toys – exploring, taking things apart and putting them back together. Another resource may include sand and water play – learning concepts such as floating, sinking, soft and hard • Promotes emotional development Whilst engaging with any type of resource including digital games, iPad and so forth children learn to enjoy what they do – developing the likes and dislikes of using different creative tools, some children may like messy play where as others do not like getting their hands dirty – any type of play expands physical skills – fine and gross motor skills – riding scooters, tricycles, playing mini football, tennis or any sport – balance, strength, coordination, This list is not exhaustive. Credit any other relevant response.		4

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Question	Answer	LO's	Total Marks
(c)	Describe a range of factors that need to be considered when planning activities for children within the Foundation Phase. **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a basic description showing little knowledge and understanding a range of *factors that need to be considered when planning activities within the foundation phase.* **Award 3-4 marks** for a good description showing knowledge and understanding a range of *factors that need to be considered. when planning activities within the foundation phase.* **Award 5-6 marks** for a very good description which shows detailed knowledge and understanding a range of *factors that need to be considered when planning activities within the foundation phase.* Award a maximum of 3 marks if only a limited range of factors are described. Response may refer to: • topic planning within the setting • team planning / team delivery - how the staff work together • cost of the activities • the environment and resources • Legislation and policies • suitability of activities – age appropriate • what technology there is available within the environment • the risks involved – or does it provide enough challenge • staff ratios and supervision need to be appropriate for the activity – safe etc. • flexible approach to planning • differentiation – to meet all learners needs • children's likes/dislikes and experiences • child initiated versus adult facilitated • whether the activity promotes holistic development • ensures enhanced and continuous provision. • any additional needs • role of one to one/support staff • assessment methods • indoor and outdoor play opportunities • time allowed • space required This list is not exhaustive. Credit any other relevant response.		6

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Question	Answer	LO's	Total Marks
3.	Evaluate the positive and negative impact of current technology on children'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 evaluation which shows some knowledge and understanding of the impact of current technology on children's health, well-being and development **Award 3-4 marks** for a good evaluation which shows knowledge and understanding of the impact of current technology on children's health, well-being and development **Award 5-6 marks** for a very good evaluation which shows detailed knowledge and understanding of the impact of current technology on children's health, well-being and development Response may refer to: **Positives** • promotes children's holistic development • can ensure engagement • can enhance concentration levels in some situations • can improve children's literacy and numeracy levels • can improve fine motor skills movement – • can improve hand and eye coordination / left to right orientation • encourages children to research ideas and solve problems • allows exploration and discovery of new information • can make more learning more varied **Negative** • Safeguarding • Lack of socialisation skills • Isolation • Loss of basic skills – literacy • Can cause inappropriate behaviour/aggression • Mental health implications • Emotional well-being may be affected • Can lead to eye strain/bad posture • Increased occurences of bullying • Anxiety and low self esteem • Risk of exposure to inappropriate methods This list is not exhaustive. Credit any other relevant response.	LO 2.1	6

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Question	Answer	LO's	Total Marks
4.	Mollie, has just moved into the area and is looking for suitable childcare for Betsy her 2 year old daughter, as she works full-time. The Flying Start initiative will provide 2 and a half hours childcare daily but this will not be enough.	LO2	
(a)	Name **one** type of childcare setting Betsy could access alongside the Flying Start provision **Award 1 mark** for any one of the following responses • childminder • creche • day care nursery • private play group • nanny / au pair This list is not exhaustive. Credit any other relevant response.	2.3	1

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Question	Answer	LO's	Total Marks
(b)	Explain how accessing the Flying Start setting can support Mollie and Betsy. Award up to **4** marks. **Award 0 marks** where response is not creditworthy. **Award 1 mark** for a basic explanation how accessing the Flying Start setting can support Mollie and Betsy. **Award 2-3 marks** for a good explanation which shows knowledge and understanding how accessing the Flying Start setting can support Mollie and Betsy. **Award 4 marks** for a very good explanation which shows detailed knowledge and understanding how accessing the Flying Start setting can support Mollie and Betsy. Response may refer to: • Improve Mollie and Betsy's quality of life • Supports transition to primary school • Improves Betsy`s and Mollie`s social interactions – builds trust • Improves and promotes an enriched language experience for Betsy • Supports family and parenting skills • Financial support advice will be available – providing advice to Mollie on how to claim or support with paperwork • Health Visitor advice – improve wellbeing and quality of life, medical intervention • Allows Mollie to go to work • Provide an educational environment for Betsy • Improve their financial circumstances • Access to parenting programmes This list is not exhaustive. Credit any other relevant response.	LO3 3.1	4

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Question	Answer	LO's	Total Marks
5.	Legislation in Wales dictates and underpins what is needed in regulations and policies.	LO3	
(a) (i)	Name **one** legislation that may impact on childcare practices **Award 1 mark** for any one of the following: Response may refer to: • UN Convention on the Rights of the Child • The National Minimum Day Care Standards • NHS Wales Core principles 2016 • Seven Core Aims developed by Welsh Government • Equality Act (2001) • Human Rights Act (1995) • The Children's Act 1989/2004 • The Well-being future generations Act (Wales) 2015 Responses **must** include the date to gain the mark.	3.1	1
(ii)	Identify **one** policy needed in a childcare setting to ensure legislation is implemented. **Award 1 mark** for any one of the following: Response may refer to: • Safeguarding • Health and safety • Equality • Parent partnership • Language • Behaviour • Food and Nutrition • Trips and excursions • ALN • Transition This list is not exhaustive. Credit any other relevant response.	LO3 3.1	1

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Question	Answer	LO's	Total Marks
(b)	Discuss how legislation and policies support children`s care play, learning and development in practice.  **Award 0 marks** where response is not creditworthy.  **Award 1 marks** for a limited discussion which shows little knowledge and understanding of how legislation and policies support children`s care play, learning and development in practice. **Award 2-3 marks** for a basic discussion which shows some knowledge and understanding of how legislation and policies support children`s care play, learning and development in practice.  **Award 3-4 marks** for a good discussion which shows knowledge and understanding how legislation and policies support children`s care play, learning and development in practice. **Award 5-6 marks** for an excellent discussion which shows detailed knowledge and understanding of how legislation and policies support children`s care play, learning and development in practice. Response may refer to: • ensures changes and shaping children's futures • allows children to be in an enriched language environment opens up their social groups and friendships • staff will need to work in accordance to the policies and procedures of the setting set out by the Flying Start programme or any other programme or curriculum • promotes the rights of children • safe working practices –low ratios as a result of combating depravation • improves quality of provision • staff to have an awareness of emotional and wellbeing needs of children • Flying Start supports families in all aspects of home life and build resilience in young children and their families to shape a better future for themselves • provides a better working environment • protects and supports ALW/young carers/disabled • promotes the welfare of children This list is not exhaustive. Responses may be explicit to the law stated Credit any other relevant response in accordance to the law or policy		6

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Question	Answer	LO's	Total Marks
6.	Tommy is 10 years old and is experiencing difficulties in school. He sometimes comes to school hungry and his clothes at times are dirty and too small. As a result he is being bullied.	4.1	
(a)	Describe the process the school needs to follow in response to this situation. **Award 0 marks** where response is not creditworthy. **Award 1 marks** for a limited description which shows little knowledge and understanding of the process the school needs to follow in response to this situation. **Award 2-3 marks** for a basic description which shows some knowledge and understanding of the process the school needs to follow in response to this situation. **Award 3-4 marks** for a good description which shows knowledge and understanding of the process the school needs to follow in response to this situation. A**ward 5-6 marks** for an excellent description which shows detailed knowledge and understanding of the process the school needs to follow in response to this situation. Response may refer to: • Teacher of the class to keep a diary of when Tommy is struggling or hungry. • Teacher to investigate the bullying of Tommy – refer to Bullying policy • Teacher to record and report incidences to safeguarding officer - Riddor • School to give replacement clothes if appropriate • Safeguarding officer to carry out and investigation further and speak to Tommy • Safeguarding officer to speak to parents/ carers to offer advice • Safeguarding officer to make an informed judgement in order to refer on to Social services • Staff must act to prevent discrimination • The school must act on bullying responses • Assess form of bullying and action to be taken • Schools must follow the Equality Act 2010 to protect from discrimination • Discuss support services with the parents/carers to encourage financial support, school support, such as food clothing, equipment. • Discuss with social services to inform them of current situation for the benefit of Tommy. This list is not exhaustive. Credit any other relevant response.		6

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<table>
<tr><th>Question</th><th>Answer</th><th>LO’s</th><th>Total Marks</th></tr>
<tr><td>(b)</td><td>Recommend statutory and voluntary services that could be accessed, explaining how they would support Tommy’s health and well-being.

Award 0 marks where response is not creditworthy.

Award 1 marks for a limited explanation which shows little knowledge and understanding of what services may be involved to support Tommy’s health and well-being.

Award 2-3 marks for a basic explanation which shows some knowledge and understanding of what services may be involved to support Tommy’s health and well-being.

Award 3-4 marks for a good explanation which shows knowledge and understanding of what services may be involved to support Tommy’s health and well-being.

Award 5-6 marks for an excellent explanation which shows detailed knowledge and understanding of what services may be involved to support Tommy’s health and well-being.

Response may refer to:
<table>
<tr><th>Statutory Services</th><th>How</th></tr>
<tr><td>NHS -</td><td>Dietitian may be able to offer advice on diet – support the family to make reasonable cost effective meals – planning effectively a balanced diet</td></tr>
<tr><td>Education welfare team/mentors in a school environment</td><td>Support with emotional needs in dealing firstly with the bullying and implementing sanctions or changing the way others behave. Provide free school meals and snacks, speak to parent to outline what is going on and support either by providing recycled uniforms or informing parents of entitlement to have free school uniforms or meals. Providing a place of safety – HAVAN – providing a mentor service where Tommy can be supported emotionally or when he may be feeling anxious</td></tr>
<tr><td>Youth services</td><td>Getting Tommy out of the house to engage with other children, benefiting from being part of a team</td></tr>
<tr><td>Social Services</td><td>working closely with the family to try and support and make changes to improve quality of life and to support emotional needs/wellbeing. May include parenting support or strategies to budget and manage money. Looked after care services.</td></tr>
</table></td><td>4.1</td><td>6</td></tr>
</table>

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<table>
<tr><th>Question</th><th>Answer</th><th>LO’s</th><th>Total Marks</th></tr>
<tr><td></td><td>
<table>
<tr><th>Voluntary Services</th><th>How</th></tr>
<tr><td>Barnardo’s</td><td>May provide a respite service for Tommy
– or holiday club</td></tr>
<tr><td>NSPCC</td><td>Advocate workers for the emotional needs of Tommy or to provide Tommy with a voice during multi agency team meetings
– speak on behalf of Tommy
– single parent support</td></tr>
<tr><td>Ginger Bread</td><td>Support for the family if they are experiencing any conflicts</td></tr>
<tr><td>Citizen Advice Bureau</td><td>for financial support</td></tr>
<tr><td>Home start volunteers</td><td>going into the home to support family, a listening ear.</td></tr>
<tr><td>Mind</td><td>Support family member’s if they are experiencing any mental health</td></tr>
</table>
This list is not exhaustive.
Credit any other relevant response. To include any local organisation</td><td></td><td></td></tr>
</table>

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Question	Answer	LO's	Total Marks
7. (a)	State **three** barriers that children and families may be faced with when accessing services. **Award 1 mark** for each correct response up to a maximum of 3. Responses may refer to: • cultural or language barriers • financial – can't afford to get there • physical access- wheelchair users, lack of transport. • psychological - fear or anxious • resources – availability of services- postcode lottery This list is not exhaustive. Credit any other relevant response.	LO4 4.1	3
(b)	Identify **two** types of financial support available to families to promote inclusion. **Award 1 mark** for each correct response up to a maximum of 2. Responses may include: • Childcare offer • Clothing grants • Tax free child care • Universal credit • Free school meals This list is not exhaustive. Credit any other relevant response.		2

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Question	Answer	LO's	Total Marks
8.	Children living with a range of conditions and/or additional needs may be supported by key stakeholders. Analyse how key stakeholders can support children between the ages of 11-19 years to progress and work towards individual targets. **Award 0 marks** where response is not creditworthy. **Award 1 marks** for a limited analysis which shows little knowledge and understanding of how key stakeholders can support children between the ages of 11 -19 years old to progress and work towards individual targets. **Award 2-3 marks** for a basic analysis which shows some knowledge and understanding of how key stakeholders can support children between the ages of 11-19 years old to progress and work towards individual targets. **Award 3-4 marks** for a good analysis which shows knowledge and understanding of how key stakeholders can support children between the ages of 11 -19 years old to progress and work towards individual targets. **Award 5 marks** for an excellent analysis which shows detailed knowledge and understanding of how key stakeholders can support children between the ages of 11-19 years old to progress and work towards individual targets. This list is not exhaustive. Credit any other relevant response.	LO4 4.2	5

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<table>
<tr><th>Question</th><th>Answer</th><th>LO’s</th><th>Total Marks</th></tr>
<tr><td></td><td>
<table>
<tr><th>Key stakeholders</th><th>How they can support</th></tr>
<tr><td>ANC (ALNCO) Additional Learning Needs Co-ordination</td><td>By setting up an individual plan the needs of the child are met to support the child’s needs
-The plan is in conjunction to what learning needs to take place
-SMART targets which are achievable making sure the parents are aware of progression and what steps are needed to support this</td></tr>
<tr><td>Social worker</td><td>Setting up transitions to employment or further education
– Home visits to support family</td></tr>
<tr><td>Charitable organisations</td><td>Home start volunteers Barnardo’s holiday play schemes or arranging holidays taking children out
– family aide to support family</td></tr>
<tr><td>Occupational therapist or physiotherapist</td><td>Organising any resources or supporting with aids, or even adapting the environment or providing accessible resources such as hoists.
Mobility support and regular physio if needed</td></tr>
<tr><td>Speech and Language</td><td>support for feeding, speech and language acquisition or provide regular speech therapy</td></tr>
<tr><td>Counsellor</td><td>Support any emotional needs</td></tr>
<tr><td>Social Services</td><td>offering respite care or family aids to support family</td></tr>
</table>

Team Around the family - Support for behaviour management

This list is not exhaustive.

Key stateholders do not need to be named.

Credit any other relevant response. To include any local organisation
</td><td></td><td></td></tr>
</table>

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Mapping Quick Reference Grid

Paper 1 January 2020				
Question	**LO1**	**LO2**	**LO3**	**LO4**
1. (a)	*			
(b)	*			
(c)	*			
2. (a)		*		
(b)		*		
(c)		*		
3.		*		
4. (a)		*		
(b)		*		
5. (a)			*	
(b)			*	
6. (a)				*
(b)				*
7. (a)				*
(b)				*
8.				*

Every LO must be covered in every paper within the weightings as shown below, one / two AC s can be missed out if needed.

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Mapping Document: Understanding Children's Care, Play, Learning and Development: must be completed for every paper

Learning Outcomes	Assessment Criteria	Winter 2020	Question No.	No. of marks	Total marks per LO And %weighting	Minimum range marks per LO And %weighting
The learner will:	The learner can:				**16**	**14-17 marks** **20-25%**
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. (b) (i)**	**2**		
	AC1.2 stages and general patterns of intellectual (cognitive) development	✓	**1. (a)**	**1**		
	AC1.3 stages and general patterns of language development	✓	**1. (a)** **1. (c)**	**1** **6**		
	AC1.4 stages and general patterns of emotional development	✓	**1. (a)** **1. (b) (ii)**	**1** **4**		
	AC1.5 stages and general patterns of social development	✓	**1. (a)**	**1**		
	AC1.6 the holistic nature of development 0-19 years	**On paper 2**				
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	✓	**2. (a)** **2. (b)** **3.**	**3** **4** **6**	**20**	**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	✓	**2. (c)**	**6**		
	AC2.3 the influence that different education and childcare settings may have on a child's development	✓	**4. (a)**	**1**		

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Learning Outcomes	Assessment Criteria	Winter 2020	Question No.	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 value and impact of legislation, regulations, policies and current government initiatives in Wales	✓	**4. (b)** **5. (a) (i)** **(ii)** **5. (b)**	**4** **1** **1** **6**	**12**	**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. (a)** **6. (b)** **7. (a)** **7. (b)**	**6** **6** **3** **2**	**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	✓	**8**	**5**		
			Total marks	**70**	**70**	

*overlaps as 1 child has additional needs

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Assessment requirements

Question	Mark allocation	(a)	(b)	(c)	Question type / Command verbs
1. (a)	4	✓			Complete a chart- Identify area of development.
(b) (i)	2	✓			Identify
(ii)	4		✓		Explain
(c)	6	✓	✓		Describe
2. (a)	3	✓			Name
(b)	4			✓	Assess
(c)	6		✓		Describe
3.	6			✓	Evaluate
4. (a)	1	✓			Name
5. (a) (i)	1	✓			Identify
(ii)	1	✓			Identify
5. (b)	6			✓	Discuss
6. (a)	6		✓		Describe
(b)	6			✓	Recommend
7. (i)	3	✓			State
(ii)	2	✓			Identify
8.	5			✓	Analyse

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