Surname	Centre Number	Candidate Number
First name(s)		4

LEVEL 2 – NEW

5962U60-1

W20-5962U60-1

TUESDAY, 7 JANUARY 2020 – MORNING

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

Mandatory Group 2: Unit 216

Understanding Children's Care, Play, Learning And Development

Paper version of on-screen assessment

1 hour 15 minutes

For Examiner's use only		
Question	**Maximum Mark**	**Mark Awarded**
1.	**16**	
2.	**13**	
3.	**6**	
4.	**5**	
5.	**8**	
6.	**12**	
7.	**5**	
8.	**5**	
Total	**70**	

5962U601
01

INSTRUCTIONS TO CANDIDATES

Use black ink or black ball-point pen.

Write your name, centre number and candidate number in the spaces at the top of this page.

Answer **all** questions.

Write your answers in the spaces provided in this booklet. If you run out of space, use the continuation page(s) at the back of the booklet, taking care to number the question(s) correctly.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets at the end of each question or part-question.

The total for the paper is 70 marks.

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Answer **all** *questions.*

1. *(a)* Complete the chart below to identify the five main areas of development. One has been completed for you. [4]

Five main areas of development
(i) Physical
(ii) .....
(iii) .....
(iv) .....
(v) .....

(b) There are many benefits to outdoor play.

The picture above shows children playing in a park.

(i) Identify how this activity promotes the development of **two** physical skills. [2]

Skill 1 .....

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Skill 2 .....

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(ii) Explain how outdoor play can have a positive impact on emotional development and well-being. [4]

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(c) Book time and storytelling are important daily activities in a nursery setting.
Describe how activities such as these promote children's language and literacy within a nursery setting. [6]

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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.

(a) Name **three** resources that may be used in the classroom to engage Dylan in learning. [3]

(i) .....

(ii) .....

(iii) .....

(b) Assess how access to a range of resources can promote a child's holistic development. [4]

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Examiner only

(c) Describe a range of factors that need to be considered when planning activities for children within the Foundation Phase. [6]

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3. Evaluate the positive and negative impact of current technology on children's health, well-being and development. [6]

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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 two and a half hours childcare daily but this will not be enough.

(a) Name **one** type of childcare setting Betsy could access alongside the Flying Start provision. [1]

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(b) Explain how accessing the Flying Start setting can support Mollie and Betsy. [4]

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5. Legislation in Wales dictates and underpins what is needed in regulations and policies.

(a) (i) Name **one** piece of legislation that impacts on childcare practice. [1]

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(ii) Identify **one** policy needed in a childcare setting to ensure legislation is implemented. [1]

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Examiner only

(b) Discuss how legislation and policies support children's care, play, learning and development in practice. [6]

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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 Tommy is being bullied.

(a) Describe the process the school needs to follow in response to this situation. [6]

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Examiner only

(b) Recommend statutory and voluntary services that could be accessed, explaining how they would support Tommy's health and well-being. [6]

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7. *(a)* State **three** barriers that children and families may be faced with when accessing services. [3]

(i) .....

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(ii) .....

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(iii) .....

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(b) Identify **two** types of financial support available to families to promote inclusion. [2]

(i) .....

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(ii) .....

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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. [5]

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END OF PAPER

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For continuation only.

Examiner only

For continuation only.