EXAMINERS' REPORTS

LEVEL 3 CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT

UNIT 330: Principles and theories that influence children's care, play, learning and development in the 21st century in Wales

JANUARY 2023

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

Level 3

January 2023

Unit 330: Principles and theories that influence children's care, play, learning and development in the 21st century in Wales

General Comments

Level 3 Children's Care, Play, Learning and Development: Practice and Theory examination provides questions to address one or more assessment objective: from AO1, AO2 or AO3. The question types provided a range of lower and higher tariff questions across the content of the unit 300 specification. The questions test the candidate's ability to use their knowledge and understanding of the principles and theories of topics 1-5. The question types used in this paper are similar to those used in the Sample Assessment Materials (SAMs) paper, there were no unexpected questions, and the candidates responded well to the questions throughout the paper.

The unit aim is to build on the knowledge of theoretical learning and extend the practical component to equip candidates to respond the questions based on their experiences, knowledge and understanding. Questions were generally responded to very well with clear attempts to answer. A large proportion of questions were identified prior to the examination through the candidate advanced notice which allowed for specific identification and focused revision of 8 out of the 15 questions included in the whole paper. This was an opportunity missed by many candidates as many had no knowledge of the response required for a number of questions included within the advanced notice. The majority of the responses were based on the command verbs used although many responses were inadequately responded to via bullet points which affects the structure of the response and does not relate appropriately.

The questions proved to be accessible to the majority of candidates and timing of the paper was gauged well. There was a wide range of papers being completed on-line and completed as a written paper, making use of the English and Welsh versions. The responses were generally clear and enhanced using the additional sheets to further expand when the candidate required. All questions were attempted as candidates progressed through the on-line and written paper. The candidate answers varied in their responses although very often were unsuccessful in answering the question as required by the command verbs. Some candidates simply listed or used bullet points which unfortunately greatly reduced the illustration of clear knowledge and understanding required at level 3. Many candidates added further information to the additional sheets although did not indicate or identify the additional response alongside the specific question.

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Number of Entries - 301
Paper - 233
On Screen - 68
English Entries - 273
Welsh Entries - 28

Comments on individual questions/sections

Q.1 Promoting general health and well-being for pre-conception care and during pregnancy is a priority for maternal and child health.

Describe a range of factors that contribute towards a healthy pregnancy.

This question provided a focused and knowledgeable start to the paper; and responded to very well with the vast majority of candidates accessing the higher band marks. Candidates provided a clear understanding of the factors that contribute to a healthy pregnancy with a firm understanding of the benefits of physical, emotional and mental wellbeing. Responses referred to factors such as avoiding smoking, drugs, high-risk foods and risks to the unborn baby. Candidates described the importance of increasing positive lifestyle activities such as regular exercise to keep fit, having fresh air, and eating foods rich in minerals and vitamins. There was a clear understanding shown of reducing stress and negative domestic situations which can cause anxiety. Most learners described the importance of having regular check-ups, being monitored throughout pregnancy while having support and guidance of health professionals. Candidates described the importance of being informed of recommended supplements, and vitamins such as folic acid. Overall, this was a highly marked question and candidates gained a good start to their examination.

Q.2 Research has shown that children from separated families are more likely to be disadvantaged in the short and long term.

Summarise the effects of this family structure change on the well-being of children.

Candidates generally provided a good summary of the difficulties of adjusting to life following separation of parents/carers and the impact this change may have on a child. The responses provided a clear understanding of how children may struggle to adjust and cope with the challenges of family separation and the emotional strain and personal adjustment of living in different homes or living away from a parent. Candidates were able to provide summaries of the impact of having decreased contact with one or both parents/carers and the anxiety children may feel in these circumstances. The responses were consistently mature in their content and knowledgeable in the responses. Candidates provided a vast array of examples of the impact separation can have on children; including their emotions, behaviours, living situations and financial implications to their lives. Overall, this question provided an opportunity for very good responses, candidates were frequently awarded high band marks based on the knowledge and understanding shown

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Q.3 Adolescents are at greater risk from substance experimentation with alcohol and drugs, which can have detrimental health and well-being implications and can lead to changes in behaviour.

(a) Suggest the reasons for substance experimentation among adolescents.

This question required candidates to express their knowledge and understanding of how adolescents are at greater risk from substance experimentation with alcohol and drugs. This question was provided in the advanced notice to enable learners an opportunity to revise a specific focus area. The responses provided were clear and linked to a range of issues and reasons that can arise, and which may lead adolescents participating in substance experimentation. Candidates suggested how adolescents may be pushing boundaries, thrill seeking with friends, feeling pressure from their peer group or having the curiosity or temptation to try out something new and to fit in with the crowd. Overall, very good response was provided, and the vast majority showed clear understanding and knowledge.

(b) Consider the expected behavioural changes in adolescents when experimenting with substances.

The responses provided for this question were an extension of (a) and additionally prior knowledge was provided in the advanced notice to enable learners an opportunity to revise a specific focus area. The responses provided were generally clear and well written, although some candidates chose to list or bullet point behaviours rather than express a consideration of what may be expected behavioural changes. Candidates were able to consider a range of areas that may be impacted on due to substance experimentation. Candidates expressed how a behavioural change may be different and out of character, such as aggressive attitudes or showing unusual behaviours indicating drug or alcohol consumption. There were clear discussions around the lack of effort in personal appearance and lacking in personal hygiene. Behaviours around friends and family may change were considered, also where adolescents may be reluctant to take part in usual family events or want to spend more time in their room, also where adolescents may have problems with maintaining personal relationships and experiencing breakdown of friendship groups. This question was responded to well overall, although there was a lack of understanding for many candidates to provide supporting knowledge of their response.

(c) Suggest how positive actions, attitudes and experiences in the home/school can impact on the behaviour of adolescents relating to substance experimentation.

Candidates were required to provide to continued response to support (a) and (b) with suggestions of the ways that the home and school environment can support adolescents through positive and supportive actions. This question was provided in the advanced notice to enable learners an opportunity to revise a specific focus area. The responses for schools varied greatly and were based on good practical sources of personal knowledge and experiences. Candidates suggested support through further education on the topic of substance experimentation and highlighted the importance of raising awareness of the dangers of drug and alcohol misuse.

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Some candidates also discussed the importance of having a supportive environment in the school where pupils can go to teachers for help or guidance. Many candidates discussed the importance of having a supportive home life where parents have a trusting relationship with the child and open-minded conversations. Candidates suggested the importance of parents to having an understanding the impact drugs can have on lives and the importance of being alcohol aware to support adolescents with knowledge on the topic. Candidates were able to discuss a range of key areas for positive action, attitudes and experiences in the home and in the school environment.

Q.4 Albert Bandura's social learning theory suggests that behaviour is learned through observing the actions of others.

(a) Summarise the key concepts of Bandura's social learning theory.

This question required candidates to summarise the key concepts of Bandura's learning theory. This question was provided in the advanced notice to enable learners an opportunity to revise a specific focus area. Many candidates provided a clear response of Bandura's social learning theory with a good summary of the events that took place when the children were shown an adult hitting a bobo doll, and then proceeded to be aggressive to doll themselves. A wide range of candidates were able to summarise the conditions for effective modelling and were able to show understanding of the key concepts within their summaries. Some candidates although did not have clear understanding or on occasions any knowledge of Bandura's social learning theory. Many candidates were unable to provide a response which linked to Bandura. The command verb was very effective in this question as candidates were able to simplify the key concepts of a childhood theorists into a summarised response.

(b) Examine how Bandura's social learning theory can be used to support positive behaviour in practice.

This question (b) provided a clear follow on from (a) as candidates were able to relate to practice and their experiences in real situations. This question was provided in the advanced notice to enable learners an opportunity to revise a specific focus area. Candidates were able to examine the connection between theory and practice and discuss how Bandura's social learning theory can be used to support positive behaviour in practice. Candidates examined the impact of children having positive role models to support positive behavioural imitations. Candidates were able to examine how supporting positive practice will encourage praise and the reinforcement of approval and rewards. This question provided the opportunity for clear discussion of work placement, the encouragement of positive environments, and the strategies used for positive reinforcement of behaviour. Candidates also discussed how children are keen to copy others and they will do so to seek approval. Many responses included the significance of having positive role models to guide and support children. Overall, this question was very well responded to and there were some good discussions relating to practical knowledge and experience.

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Q5. Routine immunisations may not be received by some children as part of the child immunisation programme.

Discuss the various reasons for informed and uninformed decisions regarding childhood immunisations.

This question provided an opportunity to discuss the various reasons for informed and uninformed decisions regarding childhood immunisations. Candidates discussed a range of areas of concern which may impact on the decision making process for parents/carers to immunise or not to immunise. Some of these responses related to the uninformed reasons which are based on personal choices such as religious beliefs, personal opinions, safety concerns or not having the correct or updated medical knowledge, through which candidates were able to provide considered discussions based on their responses. Some responses were based on informed medical reasons such as a child having an allergic reaction to the specified dose, a weak immune system, current medication or being due to a child that's too unwell to have any further immunisations at the current time. Candidates expressed their reasons in a mature manner. Candidates awarded the higher marks for this question provided reasons and discussed each point clearly.

Q6. Health professionals work within varied settings in the community to 'enable and empower' patients in their care.

Describe three of the Allied Health Professional (AHP) roles in promoting child health.

This question required candidates to identify three of the Allied Health professionals (AHP) and describe their role. The Allied Health Professions are 13 individual professions allied by their belief in the importance of enabling citizens to live the lives they want to live. In Wales, the Allied Health Professions are regulated by the Health and Care Professions Council (HCPC) and are under the professional leadership of the Chief Allied Health Professions Advisor. The candidates were required to choose three professionals from the following list and describe their role: Art therapists, music therapists, drama therapists, dietitians, occupational therapists, orthoptists • orthotists, paramedics, physiotherapists, podiatrists, practitioner psychologists, prosthetists also speech and language therapists. Very few candidates understood who the Allied Health Professionals (AHP) are or what their roles are within the health care profession and unfortunately were unable to gain any marks for their responses; which were mainly related to the roles of midwives, doctors or nurses.

Q7. Research has shown that children involved in extra-curricular activities benefit academically.

(a) Outline a range of extra-curricular activities to promote children's learning and development.

This question prompted good recommendations of the range of extra-curricular activities which can promote children's learning and development. The majority of candidates were able to provide a range of activities such as drama club, music activities, clubs, scouts and guides etc, and outline the types of learning and development activities that children would participate in as part of the activity experience, for example, arts and crafts offer opportunities for painting with, sketching, pottery etc. Some candidates listed or provided bullet point as a response which accessed the lower banding.

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The higher banding was awarded to learners who outlined a range of extra-curricular activities showing knowledge and understanding of how they promote children's learning and development.

(b) Explain the value of extra-curricular activities in promoting children's learning and development.

This question is a follow on from (a) and requires candidates to explain the value of extra-curricular activities in promoting children's learning and development. The explanations included the value of extra-curricular activities help children to develop their self-esteem, provide opportunities to try new things, help with building friendships and developing relationships with adults and support development through being with positive role models. Candidates were able to provide a range of positive experiences and opportunities that can be provided for children through having new challenges, taking part in activities that interest them and activities that support developing their skills.

Q.8. As part of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 there is a clear requirement for maintained schools to uphold their duty to children with additional learning needs.

Summarise a range of additional learning needs (ALN) that children may experience.

This question required responses which relate to candidates understanding of additional learning needs that children may experience. This question was provided in the advanced notice to enable learners an opportunity to revise a specific focus area. The responses for this question were responded to at a high level with clear knowledge and understanding shown of how specific learning needs can affect a child and the issues or difficulties that may be experienced from the additional learning needs. Candidates consistently summarised the range of additional learning needs in a mature manner. Candidates showed considered summaries and were able to reflect on children that they have worked with on work placement which allowed expression of understanding and a good knowledge base.

Q9. Assess the significance of the Healthy Child Wales Programme (HCWP) in supporting child health and well-being.

Candidates were required to assess the significance of the Healthy Child Wales Programme and discuss the way it supports child health and well-being. This question was provided in the advanced notice to enable learners an opportunity to revise a specific focus area. Candidates were able to discuss the public health messages and the importance of the support provided to enable families to make considered health choices. Candidates assessed the commitment of the Healthy Child Wales Programme to support the health and welfare of children aged 0-7 years. Candidates assessed how the Healthy Child Wales Programme supports parent-child relationships and emotional attachments. There were also discussions around the benefits of providing positive health, resilience and nurturing environments for children. The significance of screening and immunisations was a key area that was discussed, also the impact of supporting transitions for the benefit of parents and children. Generally, there was a good understanding shown of the Healthy Child Wales Programme and the significance of the way in which supports child health and well-being.

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Q10. Italian teacher and physician, Maria Montessori (1870–1952).

Evaluate the significance of the Montessori active learning approach in bringing about change and informing practice in current childcare settings.

Candidates generally responded well to this question and were able to express a clear understanding of the active learning approach brought about by Maria Montessori. This question was provided in the advanced notice to enable learners an opportunity to revise a specific focus area. This question required candidates to evaluate the significance of the changes to education that were brought about by practices of Maria Montessori's and how they have informed brough about change to modern-day practices. Key areas of discussion were the influences of learning through discovery and hands-on experiences. Candidates emphasised the importance of positive environments, supporting the ethos of healthy bodies and healthy minds to promote a positive and enabling environment for learning and development. Candidates were able to evaluate the significance of nature and having natural resources to support play. Overall, this was a question that provoked keen discussion and positive opportunities to discuss placement experiences and current practice.

Q11. Explain the impact of the United Nations Convention on the Rights of the Child (UNCRC) on children's care, play, learning and development.

This question focused on the knowledge and understanding of the United Nations Convention on the Rights of the Child (UNCRC) and the impact it has had on children's care, play, learning, and development. The responses were generally limited in discussion and were generally brief in content. There was little expression of understanding of the UNCRC provided. Candidates generally explained the importance of a small number of articles correctly although very briefly, such as having a right to play or a right to education, or the right to be protected although a small number of candidates expanded on the impact the articles they identified have on children. Candidates were not expected to quote the article numbers, although they were required to have a clear understanding of the impact of the rights indicated within the articles and their impact on children. A number of candidates were able to expand on their explanations further and show sound knowledge and understanding of the impact the rights have brought to children. Some candidates explained how the United Nations Convention on the Rights of the Child (UNCRC) affects all aspects of a child's life such as providing changes to laws and policies to protect and support the rights of children. Overall, this question was responded to with good responses although there were clear misunderstandings of the impact of the United Nations Convention on the Rights of the Child (UNCRC).

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