



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 2024



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General Comments

Number of Entries:	305
English – On screen:	136
Welsh – On Screen:	4
English – Paper:	153
Welsh – Paper:	12

The format, style and question types in this paper are in-line with previous papers and 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 question types provided a range of lower and higher tariff questions across the content of the unit 300 specification. The questions tested the candidate's ability to use their knowledge and understanding of the principles and theories of topics 1-5. The questions proved to be accessible to candidates, there were very few occurrences of non-attempts on questions. The timing of the paper was gauged well as candidates responded well and with detail to all questions provided. All questions were attempted, and no question proved to be more challenging than what has been used in any other paper for this unit.

Individual question feedback.

Q.1 Social skills are significant in enabling children to form positive relationships.

Outline a range of strategies that can support the development of social skills.

This question required candidates to outline a range of strategies that can support the development of social skills, this may be through personal experiences, work-based experiences or through theory, and therefore offered the potential for wide ranging relevant responses which support positive relationships and enable the development of significant relationships through practicing supportive social skills strategies. This question provided a positive start the paper and was responded to very well, candidates were able to express a range of experiences and progressive strategies that they have seen or experienced. Candidates generally expressed the significance of grouping or pairing children and frequent changes of seating plans to support the general progression of friendships. Development of extra-curricular activities were also outlined as key strategy to develop meeting other children with similar interests. Other strategies included more focused approaches such as questioning techniques, role modelling and supporting emotional development to enable social interactions and problem-solving conflict. This question provided candidates a good start to their exam and as a result responses were generally highly awarded for the high-level knowledge and understanding shown.

Q.2 Being part of a loving, secure and stable environment is vitally important for all, especially children and young people.

- (a) Consider the factors that promote stability and security for the positive health and well-being of children.**

This question required candidates to consider the factors that promote stability and security in respect of the positive health and well-being of children. The responses were positive and related well to the needs of children and the focus in supporting children to develop emotionally. Key areas were considered relating to enabling children to be in environments which are safe and help them to thrive developmentally, also to gain confidences and independence through a wide range of social experiences. The majority of candidate responses related to the importance of consistent expression of love and support within a safe home as being key factors to promote stability and security. There were firm discussions relating to children being protected from harm and the significance of living in a safe and secure home where basic needs are met, such as food, financial support and a space of their own. This question was generally marked very highly as candidates provided positive and specific responses, through expressing sound knowledge and understanding.

- (b) Describe the meaning of the term Adverse Childhood Experiences (ACEs).**

This question is a further development of Q2 (a) and requires candidates to describe the meaning of the term Adverse Childhood Experiences (ACEs). This question was responded to very well, there was clear evidence in the vast majority of candidate responses of firm knowledge and understanding of the meaning of ACEs and the range of experiences that relate to the term ACEs. Many candidates discussed the significance of ACEs as a traumatic event or events that have resulted in exposure to negative situations or stressful or fearful experiences. Candidates provided a range of experiences that may be used to describe the meaning of ACEs such as various forms of abuse, neglect, traumas, illness and negative home situations or experiences. Candidates were able to provide firm descriptions of the significant impact of ACEs and also the long-term effects that may cause further harm in the future, such as substance abuse, deterioration in mental health emotional trauma. The responses provided were generally detailed and knowledgeable with clear understanding shown through Q2 (a) and (b).

Q.3 The Healthy Child Wales Programme (HCWP) aims to bring together health and education to deliver effective prevention and support for children aged 0–19 years and their families.

- (a) Define the priorities of the Healthy Child Wales Programme (HCWP). [6]**

This question enabled candidates to develop their understanding of the Healthy Child Wales Programme (HCWP) and define the key priorities to bring together health and education for children and their families. Candidates defined the importance of promoting health education through universal screening programmes and immunisations, and general advice for young people relating to health conditions in childhood and adolescence such as

advice relating to periods and puberty. Many candidates defined the priorities of the Healthy Child Wales Programme providing health promotions such as healthy eating and handwashing hygiene. There were some occurrences of candidates making errors in their knowledge of The Healthy Child Wales Programme (HCWP) and responding based on a legislative act. The majority of candidates were able to provide a good definition and were able to define the key priorities of the Healthy Child Wales Programme.

(b) Outline the role of the health visitor as part of the Healthy Child Wales Programme (HCWP).

This question provided candidates with the opportunity to outline the role of the health visitor as a further development of Q3(a) as part of the Healthy Child Wales Programme (HCWP). Many candidates provided a considered and knowledgeable range of aspects that fall within the role of a health visitor. This question provided firm discussions of the health visitors role, such as the visiting service provided following birth, baby feeding and weaning advice, providing immunisations, and supporting parents with baby's wellbeing and needs. Candidates often referred to the safeguarding aspects of a health visitors role and how they would provide targeted support for children and take action to protect children as needed. There were some occurrences of candidates mistaking the role of the midwife for the health visitor and referring to the support provided during pregnancy and birth. Overall, a highly awarded question and candidates showed clear knowledge and understanding of the range of responsibilities and duties within the role of a health visitor.

Q.4 Ivan Pavlov's theory had a huge influence on how people see themselves through their behaviour and learning process.

(a) Explain Pavlov's theory of classical conditioning.

This question required candidates to focus on the theory specifically and required a demonstration of knowledge based on classical conditioning and recognise the theorist Ivan Pavlov's experiment involving dogs. The responses were very positive, and the majority of candidates had a firm understanding of Ivan Pavlov experiment. Candidates were able to relate well to the experiment and how it demonstrated the existence of classical conditioning with the association of a bell sound to stimulate with food. Candidates explained well how the bell would cause the dogs to salivate for food at the sound of a bell, and often referred to this as the conditioned response. Candidate's responses at a higher level referred to the unconditioned stimuli of food, and the unconditioned response of salivation and showed a clear understanding to explain the conditioned stimuli being the sounds of the bell and the conditioned response being the dogs salivating when hearing the sound of the bell. Overall, this was a well responded to question and candidates were able to express themselves very well. Candidates were able to provide a very good explanation showing good knowledge and understanding of Pavlov's theory of classical conditioning.

(b) Suggest ways that childcare workers can support positive behaviour in the early years setting.

This question enabled candidates to continue along the same theme with further development of Q4 (a). Candidates were required to suggest ways that childcare workers can support positive behaviour in the early years setting and relate this to behaviour and the learning process and could relate this to their explanation of Pavlov's theory of classical conditioning. Candidates were able to relate to a wide range of experiences that they have had in practice when working with professional childcare workers in an early-years setting. This question provided good suggestions of the types of ways positive behaviour can be promoted, such as the use of activities to develop respect and positive relationships, also providing praise and rewards for positive behaviour and kindness shown by children. Candidates referred to the different programmes and schemes that they have seen and experienced in practice such as, charts, stickers, certificates, and online behaviour rewards. Candidates shown affirm and focused understanding of this area of knowledge and were generally able to express themselves to a high-level discussion. This question was highly awarded and was responded to well very well, even where candidates struggled with their knowledge to respond in Q(a) they were able to relate well to Q4(b) and base their experiences as a source of knowledge and understanding.

Q.5 The school nurse plays a significant role in monitoring and promoting child health.

Examine the role of a school nurse in providing health provision for school-aged children.

This question required candidates to examine the role of a school nurse, this question was generally responded to very well. Candidates who understood this role had a clear and focused knowledge base of the significance of the school nurse role, and the day-to-day duties in providing health care provision for school-aged children. The range of responses included supporting children with specific health needs, delivering immunisations, promoting healthy eating and healthy lifestyles. Candidate were able to examine the aspects of health care involved in monitoring healthy growth and development and working alongside a range of other health professionals. The responses provided were generally detailed and knowledgeable with clear understanding shown, although occasionally candidates were confused with what the role entailed and discussed a different health professional altogether.

Q.6 Describe the importance and value of participating in school extra-curricular activities.

This question enabled candidates to reflect on personal experiences and from the awareness and understanding of children development through participating in school extra-curricular activities from their work-based practice. Candidates were able to describe the importance of children having greater social opportunities and improved social skills, gaining new friendships and improving their communication skills. Candidates also described the value of developing self-esteem and confidence through positive learning experienced that they have interests in and often provided a range of possible activities such as football, netball and award programmes. Candidates were able to express the importance of extra-curricular activities and

show clear knowledge and understanding of the value of these activities to provide support and produce better academic and personal outcomes.

Q.7 Summarise the value of using child-centred approaches to ensure children's additional needs are met.

This question enabled candidates to discuss their knowledge and understanding and summarise the value of using child-centred approaches to ensure children's additional needs are met. Candidates were able to develop a range of points relating to experiences in practice and also use their knowledge of the theoretical aspects of child centred approach. Candidates were able to summarise how the child centred approach supports the development of choice and independence. Many candidates addressed the importance of use individuality in the approaches for learning to support a child's specific goals and needs. Candidates often provided examples from practice to summarise the types of approaches used and some developed this further and were able to provide the value of the approaches summarised, higher level responses provided a firm understanding of ensuring children's additional needs being met through child centred approaches. The majority of candidates were able to meet a range of areas in their responses and generally provided clarity to the value of using child centred approaches to ensure children's additional needs are met.

Q.8 Reflect on the reasons that may impact on a child's attendance at school.

This question focuses on the difficulties that some children face in getting into school and the challenges that sometimes deter them from attending, these reasons are wide ranging and could be a child's personal choice, a situation they have found themselves in or a difficulty at home. Many candidates provided a wide scope of responses, such as holidays taken in term time, illness, bullying, ACEs, behaviour issue and lack of parental support. Candidates were able to reflect of the reasons and provide firm knowledge and understanding of possible situations that may occur and cause a child's attendance to reduce. Overall, there were good responses provided and the candidates were able to relate well to the reasons that may impact on a child's attendance at school

Q.9 Reflection of practice is significant to bring about positive change for children. Explain how Gibbs' reflective cycle supports and encourages positive change.

This question focused candidates on the theoretical principle of Gibbs' reflective cycle and how it can be used to support and encourage positive change. Candidates were able to explain the value of Gibbs' reflective cycle in practice for themselves, their work colleagues and for children. There were very good responses provided of firm discussions of each stage and the benefits of this reflection process as a tool for self-improvement, reflection of practice, also analysis of work place situations or experiences Candidates were able to explain the support provided through Gibbs' reflective cycle when used as a cycle of evaluative stages to support knowledge and understanding of activities completed with children and also the value for positive change in future planning. Candidates were frequently able to reflect on their knowledge gained through workplace experiences, they were able to assess the value of reflection as a working tool to encourage understanding and provide valuable opportunities to evaluate to make changes to practice.

Q.10 Assess how research into early years education informs new policy and legislation.

This question required candidates to assess how research into early years education informs new policy and legislation, and to use the knowledge they have gained of changes in practice and the reasons for those changes. Many candidates provided examples of research into additional learning needs and how changes have been made to support children through new legislation and school policies. Candidates also focused on early years nutritional research and the subsequent changes to school meals and the healthy eating policies that have been introduced to support healthy lifestyles. Candidate's responses generally expressed a limited understanding of how research into early years education and how it informs new policy and legislation. Generally, candidates developed explanations based on the policies and legislation used within early years settings. Overall, there were a range of good responses provided for the question and candidates were able to relate well to their knowledge and understanding within this area.

Q.11 Examine the positive impact of Care Inspectorate Wales (CIW) when regulating children's care, play and learning services.

This question focuses candidate's knowledge and understanding of the importance of the independent regulator of social care and childcare in Wales. Candidates are required to examine the positive impact of Care Inspectorate Wales (CIW) when regulating children's care, play and learning services. In response to this question candidates often outlined the types of settings such as, childcare and play services, that may be inspected and examined the functions of the regulation framework. Candidates regularly discussed the inspection of childcare services involving an assessment of the environment, play areas and outside facilities. Candidates were able to examine the impact of providing a clean, hygienic, and comfortable environment for children. Candidates addressed the positive impact for children to be in a safe environment with professional and qualified staff to care for them and how this is reviewed. Responses varied greatly for this question as it was the last question in the paper and some candidates may have found themselves short on time. There were some occurrences of candidates confusing the role of the CIW and referring in error to a legislative act. Generally, this question was responded to very well with clarity, knowledge and understanding and candidates frequently gained very good marks through expressing focused positive examinations of the impact of Care Inspectorate Wales (CIW).

Recommendations to centres

Responses were generally clear, and examiners were able to understand candidates' text, and many made use of additional sheets to complete their response as needed with clear identification of question. The examination was completed on-line and through paper copies, and as in previous papers it is clear that responses are enhanced by the opportunity to complete online, as the option for expansion of the response space is of great benefit to candidates providing a detailed response and also candidates with large writing, and a greater number of centres opted for the online exam than in previous examinations. The candidate responses were varied in the detail provided and positively there were very few occurrences of bullet points or lists provided as a response which is positive progression. The acknowledgement of the set command verbs was evident and generally candidates responded as expected. There was clear evidence of candidates reading the question well before responding and often candidates used highlighters on paper and the highlighting tool on screen to identify key points to be addressed in the question which was very positive to see. Good use of mock papers and practice questions have proved to be beneficial in candidate responses as there is evidence of a well-balanced approach to responses based on the set command verb and the individual question mark allocation. There has been a significant improvement in the writing skills of candidates which has supported the successful expression of knowledge and understanding to enable access to higher mark band allocations.



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