

WJEC Level 3

Children's Care, Play, Learning & Development: Practice & Theory

Approved by Qualifications Wales

This qualification forms part of the new suite of Health and Social Care, and Childcare qualifications in Wales provided by City & Guilds/WJEC.

This Qualifications Wales regulated qualification is not available to centres in England.

Sample Assessment Materials (External Examination)





Level 3 Children's Care, Play, Learning, and Development: Practice and Theory

Sample Assessment Materials (External Examination)

Unit 330: Principles and Theories that Influence Children's Care, Play, Learning and Development in the 21st Century in Wales

For first teaching from September 2020

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Candidate Name	Centre Number					Candidate Number				
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LEVEL 3

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

**Unit 330: Principles and Theories
that Influence Children's Care, Play,
Learning and Development in the
21st Century in Wales**

**SAMPLE ASSESSMENT MATERIALS
(EXTERNAL EXAMINATION)**

AM/PM [date]

120 minutes

For Examiner's use only		
Question	Maximum Mark	Mark Awarded
1	9	
2	5	
3	6	
4	10	
5	10	
6	20	
7	6	
8	14	
9	6	
10	4	
11	10	
Total	100	

Instructions to candidates

Answer all questions.

Write your answers in the spaces provided in this booklet.

Use black ink or black ball-point pen. Do not use pencil or gel pen. Do not use correction fluid.

Information for candidates

The total for the paper is 100 marks.

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

6. The Welsh Government offer a variety of health services during pregnancy and following the birth.

(a) Describe how a midwife could support and manage the care of a mother expecting a second child, when difficulties were experienced during her first pregnancy. Make reference to the Antenatal Screening Wales (ASW) service.

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(b) Explain the difference between routine and non-routine screening, monitoring and testing.

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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, in order 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 3 Children's Care, Play, Learning and Development: Practice and Theory, each question will address one or more assessment objective: from AO1, AO2 or AO3. Where appropriate, the assessment grid sub-divides the total mark to allocate a question into individual assessment objectives. These are shown in bands in the mark scheme. For each assessment objective, descriptors will indicate the different skills and qualities at the appropriate level.

Candidates' responses to questions are assessed against the relevant assessment objectives. Where a question addresses more than one assessment objective, candidates may achieve different bands within that question. In these cases, a mark will be awarded for each assessment objective then totalled to give an overall mark for the question.

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.

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.

Mark Scheme					
Question	Answer	Total Mark	AO1	AO2	AO3
1. (a) 1.1	<p>Huw is 2 years old and attends a day nursery. A recent completed observation has identified that Huw likes to engage in physical activities.</p> <p>Outline how a den building activity in an outdoor environment could help Huw to develop two physical skills.</p> <p>Award up to 2 marks for each outline.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1 mark for a basic outline showing some knowledge and understanding of physical skills that Huw could develop through engaging in a den building activity in an outdoor environment.</p> <p>Award 2 marks for a good outline showing detailed knowledge and understanding of physical skills that Huw could develop through engaging in a den building activity in an outdoor environment.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • e.g. pulling and moving objects could develop fitness/strengthen his muscles • lifting, using whole body movements will develop gross motor skills • positioning/placing items in specific places, collecting natural resources will develop fine motor skills • mud painting, art work, willow weaving will develop hand eye co-ordination • climbing, moving around objects, stepping will develop balance/spacial awareness. <p>This list is not exhaustive. Credit any other suitable response.</p>	4	4		

	<p>(b) 1.1</p> <p>Analyse how engaging in a den building activity with others could also promote Huw's social and emotional development.</p> <p>Award up to 5 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a basic analysis showing some application of knowledge and understanding of how engaging in a den building activity with others could also promote Huw's social and emotional development.</p> <p>Award 3-4 marks for a good analysis showing application of knowledge and understanding of how engaging in a den building activity with others could also promote Huw's social and emotional development.</p> <p>Award 5 marks for a very good analysis showing detailed application of knowledge and understanding of how engaging in a den building activity with others could also promote Huw's social and emotional development.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • Huw will develop team building skills as he is working with others • communication skills will be developed because den building will lead to problems being solved e.g. structure, management of resources • will support sharing ideas – everyone must have a voice e.g. what will work/not work • will promote social development – individual opinions, discussions • role play skills will be developed e.g. imitation of processes, sharing of personal experiences or influences • taking turns – will encourage development of patience, considering others – empathy • develops thoughts, feelings and emotions • develops imagination/creativity • develops resilience – conflict management skills • promotes challenge and risk taking skills e.g. considering health and safety/protection of others – considering is the den safe? • develops communication skills – language development in order to support social skills and friendships • supports co-operative play as opposed to solitary play which develops social and emotional skills. <p>This list is not exhaustive. Credit any other suitable response.</p>	5		5	
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2.	1.2	<p>Describe how the Designed to Smile programme supports positive health and well-being for children 0-19 years.</p> <p>Award up to 5 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a basic description showing some knowledge and understanding of how the Designed to Smile programme supports positive health and well-being for children 0-19 years.</p> <p>Award 3-4 marks for a good description showing knowledge and understanding of how the Designed to Smile programme supports positive health and well-being for children 0-19 years.</p> <p>Award 5 marks for a very good description showing detailed knowledge and understanding of how the Designed to Smile programme supports positive health and well-being for children 0-19 years.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • it is a preventative program to improve oral health of children • it involves a range of trained professionals who work together to promote health – multi-agency • it gives advice to parents – encourages them to promote good oral hygiene at home • it gives advice to settings – so they can link with healthy eating snack time • provides free toothbrushes and toothpaste to children • provides mandatory training for staff/workers to implement the program in the setting • scheme provides activities which encourages tooth brushing as part of routine • staff encourage role modelling, good habits and use the resources provided to support program • the programme promotes singing songs, activity sheets etc. linked to the activity will provide meaningful learning experiences • allows settings to work with families/carers – so reinforces positive oral health. <p>This list is not exhaustive. Credit any other suitable response.</p>	5	5		
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Question		Answer	Total Mark	AO1	AO2	AO3
3.	1.3	<p>Jayne is 14 years old and has a younger brother who is 6 years old. Jayne has recently taken on more responsibility at home as her mother is now immobile following an accident.</p> <p>Assess how this change in circumstances may impact Jayne's health and well-being.</p> <p>Award up to 6 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a basic assessment of how this change in circumstances may impact on Jayne's health and well-being.</p> <p>Award 3-4 marks for a good assessment of how this change in circumstances may impact on Jayne's health and well-being.</p> <p>Award 5-6 marks for a very good assessment of how this change in circumstances may impact on Jayne's health and well-being.</p> <p>Credit responses that are positive or negative, candidates do not have to refer to both to access the full range of marks.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • added responsibility could mean she has to spend more time at home which will strengthen the relationship with her mother and brother • helping around the house – Jayne will learn new valuable life skills • Jayne may enjoy the adult role of helping to care for her brother • Jayne could form new relationships with others who may be helping with the care of the family – social services, friends, other family members • Jayne could do better in education if she is staying at home more in the evenings – more time for revision etc. • Jayne could have improved self-esteem, be proud of what she is doing • Jayne may feel more valued by her family as she is helping with their care • Jayne could feel stressed with the additional work at home • Jayne could become depressed/lonely/tired • Jayne could suffer physical injury lifting etc. • Jayne and her family may not eat appropriately – regularly or balanced meals • Jayne may miss her friends • Jayne may fall behind in education • Jayne may develop self-esteem issues • loss of work (house work/caring) life balance could affect Jayne • lack of time to engage in social activities, clubs etc. <p>This list is not exhaustive. Credit any other relevant response.</p>	6			6

Question		Answer	Total Mark	AO1	AO2	AO3
4	(a) 2.2	<p>Theories of behaviour play a key role in understanding how children behave.</p> <p>Outline the main principles of Bandura's social learning theory.</p> <p>Award up to 4 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1 mark for a basic outline showing some knowledge and understanding of the main principles of Bandura's social learning theory.</p> <p>Award 2-3 marks for a good outline showing knowledge and understanding of the main principles of Bandura's social learning theory.</p> <p>Award 4 marks for a very good outline showing sound knowledge and understanding of the main principles of Bandura's social learning theory.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • theory is based on the belief that behaviour is learnt from the environment • his theory supports observational learning • it was based on observations with children and adults • it reinforces that children learn what they see/learn what they live • it identifies the power of modelling behaviour – imitation/shaping behaviours • it shows how environmental influences – home, family environment, school/setting, peer pressure can affect behaviour • it identifies negative and positive results on behaviour: reinforcement – positive and punishment – negative • the Bobo Doll experiment <ul style="list-style-type: none"> • identified factors affecting behaviour and the understanding of observational learning and focused on aggression • looked at how children demonstrate violent or aggressive behaviour/bullying and children's reactions to it – cycle of abuse. <p>This list is not exhaustive. Credit any other relevant response.</p>	4	4		

Question	Answer	Total Mark	AO1	AO2	AO3
4. (b) 2.2	<p>Examine how an awareness of Bandura's theory in settings can support children's positive behaviour.</p> <p>Award up to 6 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a basic examination of how an awareness of Bandura's theory in settings can support children's positive behaviour.</p> <p>Award 3-4 marks for a good examination of how an awareness of Bandura's theory in settings can support children's positive behaviour.</p> <p>Award 5-6 marks for a very good examination of how an awareness of Bandura's theory in settings can support children's positive behaviour.</p> <p>Response may refer to:</p> <p>Awareness of the theory will:</p> <ul style="list-style-type: none"> • equip workers with the knowledge required to behave in a way that will promote positive behaviour • ensure appropriate adult responses and behaviours, the importance of positive role modelling by: workers, parents/carers and others • encourage appropriate behaviour management • encourage practice to use positive reinforcement procedures e.g. goals and boundaries, reward strategies/fairness/consistent standards in expectation and responsibilities/set routines • encourage workers and others to use appropriate communication • encourage all to demonstrate courteous behaviour e.g. manners, behaviour towards others • support knowledge of how active engagement in activities with the children will support positive behaviour e.g. healthy eating activities, washing hands • promote the need for working with parents or others in the setting • encourage the use of calm behaviour, settling disagreements, relationship building and encouraging others. <p>Credit any valid response which could include reference to what has been observed in placement.</p> <p>This list is not exhaustive. Credit any other relevant response.</p>	6			6

Question	Answer	Total Mark	AO1	AO2	AO3
5	<p>(a) 2.1</p> <p>Rhiannon lives with her husband Tomos, who has recently returned from the armed forces, and their son Dewi, who is 2½ years old. During a recent conversation with the health visitor, both parents expressed concerns in relation to changes in Dewi's behaviour at home and at Cylch Meithrin, where he is quieter than usual and doesn't seem to want to join in activities.</p> <p>Suggest possible reasons for the changes in Dewi's behaviour.</p> <p>Award up to 5 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for basic suggestions showing some knowledge and understanding of possible reasons for the changes in Dewi's behaviour.</p> <p>Award 3-4 marks for good suggestions showing knowledge and understanding of possible reasons for the changes in Dewi's behaviour.</p> <p>Award 5 marks for very good suggestions showing detailed knowledge and understanding of possible reasons for the changes in Dewi's behaviour.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • Dewi is experiencing an unexpected transition – dad is back • he may be quieter in school because his dad is home – so he doesn't want to go to school, he wants to be home with dad • he may be tired as he may be doing more activities with his dad or with the family as his dad is there now • he may want more attention now he has two parents at home and may regress in his development/behaviour • Rhiannon may also want to spend time with her husband so she may have less time for Dewi, this could make him jealous of dad • he may be afraid or anxious that his dad may leave again • Dad may be less familiar to Dewi – may be lack of bonding and attachment. <p>This list is not exhaustive. Credit any other relevant response.</p>	5	5		

Question		Answer	Total Mark	AO1	AO2	AO3
5.	(b) 2.2	<p>There are a number of services that can offer families support to promote children's positive behaviour.</p> <p>Summarise the type of support that 'Team Around the Family' could provide for families experiencing challenges linked to behaviour.</p> <p>Award up to 5 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a basic summary showing some knowledge and understanding of the type of support that 'Team Around the Family' could provide for families experiencing challenges linked to behaviour.</p> <p>Award 3-4 marks for a good summary showing knowledge and understanding of the type of support that 'Team Around the Family' could provide for families experiencing challenges linked to behaviour.</p> <p>Award 5 marks for a very good summary showing detailed knowledge and understanding of the type of support that 'Team Around the Family' could provide for families experiencing challenges linked to behaviour.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • they can assess and identify problems in relation to any changes in behaviour • they can suggest possible solutions to the problems and discuss the support available from other agencies • they are able to set up bespoke/individual family plans and work together with them to support positive changes to children's behaviour • they will be able to identify members of the multi-disciplinary/multi-agency team that could support to meet the needs of the family • they can support the whole family to build relationships which will then promote family health and emotional well-being by working in partnership <p>This list is not exhaustive. Credit any other relevant response.</p>	5	5		

Question	Answer	Total Mark	AO1	AO2	AO3
6.	<p>(a) 3.1/ 3.3</p> <p>The Welsh Government offer a variety of health services during pregnancy and following the birth.</p> <p>Describe how a midwife could support and manage the care of a mother expecting a second child, when difficulties were experienced during her first pregnancy. Make reference to the Antenatal Screening Wales (ASW) service.</p> <p>Award up to 8 marks</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a limited description showing little knowledge and understanding of how a midwife could support and manage the care of a mother expecting a second child, when difficulties were experienced in her first pregnancy.</p> <p>Award 3-4 marks for a basic description showing some knowledge and understanding of how a midwife could support and manage the care of a mother expecting a second child, when difficulties were experienced in her first pregnancy.</p> <p>Award 5-6 marks for a good description showing knowledge and understanding of how a midwife could support and manage the care of a mother expecting a second child, when difficulties were experienced in her first pregnancy.</p> <p>Award 7-8 marks for an excellent description showing detailed knowledge and understanding of how a midwife could support and manage the care of a mother expecting a second child, when difficulties were experienced in her first pregnancy.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • communicate options for a healthy pregnancy and for the birth and help plan for a healthy pregnancy and birth • provide updated information as things may have changed since she was pregnant previously • discuss routine ante-natal screening tests she may need to have: <ul style="list-style-type: none"> • ultrasound scans • blood testing <p>or any others as available as part of ASW</p>	8	8		

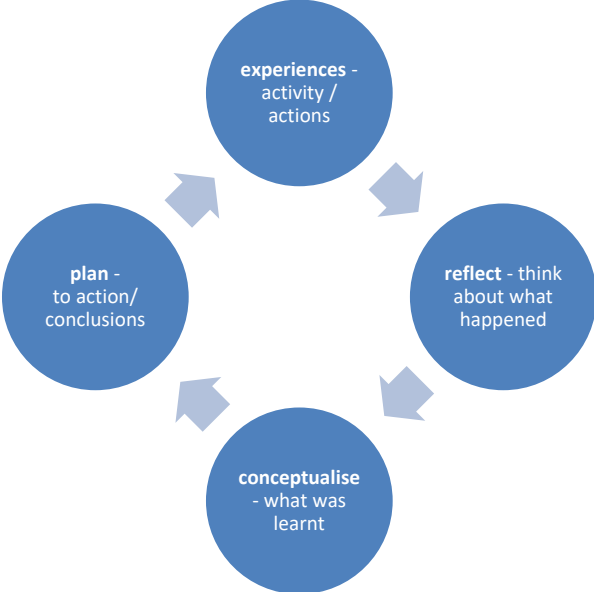
	<ul style="list-style-type: none"> reassure all is as required if there is nothing to suggest complications will occur again – relieve anxiety provide regular appointments to check on development of mum and baby during each stage of the pregnancy the midwife will support the work of the GP or obstetrician so care is continuous visit the home if needed as well as seeing mum at the clinic. <p>This list is not exhaustive. Credit any other relevant response.</p>				
(b) 3.1/ 3.2	<p>Explain the difference between routine and non-routine screening, monitoring and testing.</p> <p>Award 0 marks: for a response that is not creditworthy.</p> <p>Award 1 marks for a basic explanation showing some knowledge and understanding of the difference between routine and non-routine screening, monitoring and testing.</p> <p>Award 2 marks for a good explanation showing knowledge and understanding of the difference between routine and non-routine screening, monitoring and testing.</p> <p>Award 3 marks for a very good explanation showing detailed knowledge and understanding of the difference between routine and non-routine screening, monitoring and testing.</p> <p>Response may refer to:</p> <p>Routine screening, monitoring and testing are available to all, free of charge from NHS in Wales</p> <p>Non-routine screening, monitoring and testing are not available to all as they are:</p> <ul style="list-style-type: none"> tests for specific health conditions and disorders tests funded by NHS, only if there is a clinical need tests funded by individuals who seek further interventions/non commissioned by NHS Wales. <p>This list is not exhaustive. Credit any other relevant response.</p>	3		3	

Question		Answer	Total Mark	AO1	AO2	AO3
6.	(c) 3.2	<p>Assess the impact of non-routine screening, monitoring and testing of children from conception birth to 19 years.</p> <p>Award up to 9 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-3 marks for a basic assessment of the impact of non-routine screening, monitoring and testing of children from birth to 19 years.</p> <p>Award 4-5 marks for a limited assessment of the impact of non-routine screening, monitoring and testing of children from birth to 19 years.</p> <p>Award 6-7 marks for a good assessment of the impact of non-routine screening, monitoring and testing of children from birth to 19 years.</p> <p>Award 8-9 marks for an excellent assessment of the impact of non-routine screening, monitoring and testing of children from birth to 19 years.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • if health concerns are identified, early decisions can be made in relation to future treatment, options, care or actions needed • it ensures treatment may be accessed more quickly which will impact on all aspects of a child's life • it can avoid unnecessary treatment being given – this would benefit the child, family/carers and other health services • it ensures parents/carers are fully informed from the start and can support their children accordingly/be supported themselves • it will support the child's development when attending settings through inclusion • allows for appropriate health/individual learning – plans can be put in place to meet the child's needs • having an awareness of specific health needs early on and treatment being given, can avoid problems with socialisation, missed opportunities and experiences in formative and critical years • detection could lead to a less stressful environment for the child growing up as everyone knows what they are dealing with • having knowledge of health conditions can avoid health issues being exacerbated due to lack of support or awareness • can avoid any unnecessary labelling or assumption of why a child is acting/behaving in a different way. <p>This list is not exhaustive. Credit any other relevant response.</p>	9			9

Question		Answer	Total Mark	AO1	AO2	AO3
7.	4.1/ 4.2	<p>Bob is a working dad and lives with his son Ifan for whom he is solely responsible. Ifan is 15 years old, attends the local comprehensive school and has been identified as a More Able and Talented (MAT) learner. Bob takes a keen interest in Ifan's education and would like him to have more extra-curricular involvement.</p> <p>Discuss a range of formal and informal opportunities that Ifan could be involved in to support his needs.</p> <p>Award up to 6 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a basic discussion showing some knowledge and understanding of a range of formal and informal opportunities that Ifan could be involved in to support his needs.</p> <p>Award 3-4 marks for a good discussion showing knowledge and understanding of a range of formal and informal opportunities that Ifan could be involved in to support his needs.</p> <p>Award 5-6 marks for a very good discussion showing detailed knowledge and understanding of a range of formal and informal opportunities that Ifan could be involved in to support his needs.</p> <p>Award a maximum of 4 marks if only formal or informal opportunities are discussed.</p> <p>Response may refer to:</p> <p>Formal opportunities: Statutory National Curriculum</p> <ul style="list-style-type: none"> • Ifan can get involved in teamwork in all his timetabled subject specific lessons • Ifan could access entrepreneurial opportunities that may take place through subject specific lessons • subject choices to provide differentiated work/individual approach for Ifan • Skills Challenge Certificate – selection of appropriate challenges • early entry for formal examinations e.g. GCSEs/ GCEs • mentoring other learners who need support in subject specific lessons • joining a buddy system with other MAT learners. 	6		6	

	<p>Informal opportunities can be any activities that offer stretch and challenge to Ifan:</p> <ul style="list-style-type: none">• board game societies/chess club• crosswords/Sudoku challenges• debating societies• Duke of Edinburgh schemes• poetry/book clubs• sports/clubs – teams• computer clubs/IT workshops• music band/individual sessions/peripatetic lessons• organised youth groups. <p>This list is not exhaustive. Credit any other relevant response.</p>				
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Question	Answer	Total Mark	AO1	AO2	AO3
8. (a) 4.3	<p>Peter has recently started a new role as a classroom assistant with year 6 pupils. Today Peter is supporting a group of children who are finishing their aeroplane models.</p> <p>Mair, one of the group who is in a wheelchair, is keen to show Peter her model.</p> <p>Bethan, an experienced colleague, tells Peter that she is delighted with the outcome of this activity as sometimes Mair will choose to read a book rather than participate in model making.</p> <p>Justify how adopting a child-centred approach is benefitting Mair and the other children in the setting.</p> <p>Award up to 6 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a basic justification of how adopting a child-centred approach is benefitting Mair and the other children in the setting.</p> <p>Award 3-4 marks for a good justification of how adopting a child-centred approach is benefitting Mair and the other children in the setting.</p> <p>Award 5-6 marks for a very good justification of how adopting a child-centred approach is benefitting Mair and other the other children in the setting .</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • Mair and the other children are all having the opportunity to be challenged • positive differentiation allows for Mair’s needs and the needs of the other children in the setting to be met • Mair can engage in all activities, this can help overcome stereotyping – some may make the assumption that just because Mair is in a wheelchair she can’t engage in aeroplane making • Mair and the other children’s rights as part of UNCRC – are being addressed • Mair and the other children have the opportunity to engage in activities that meet their needs • It is promoting equality, equity and diversity for all – Mair is not going to feel left out, or that her needs/wishes are not being met. <p>This list is not exhaustive. Credit any other relevant response.</p>	6			6

Question	Answer	Total Mark	AO1	AO2	AO3
8. (b) 4.4	<p style="text-align: center;">Kolb's Learning Cycle</p>  <p>Explain with clear reference to Kolb's Learning Cycle, the process that Bethan should follow when reflecting on child-centred activities.</p> <p>Award up to 8 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a limited explanation showing little knowledge and understanding (with little or no reference to Kolb's learning cycle) of the process that Bethan should follow when reflecting on child-centred activities.</p> <p>Award 3-4 marks for a basic explanation showing some knowledge and understanding (with limited reference to Kolb's learning cycle) the process that Bethan should follow when reflecting on child-centred activities.</p> <p>Award 5-6 marks for a good explanation showing good knowledge and understanding (with appropriate reference to Kolb's learning cycle) showing knowledge and understanding of the process that Bethan should follow when reflecting on child-centred activities.</p> <p>Award 7-8 marks for an excellent explanation showing detailed knowledge and understanding (with explicit reference to Kolb's learning cycle) of the process that Bethan should follow when reflecting on child-centred activities.</p>	8		8	

	<p>Response may refer to:</p> <ul style="list-style-type: none"> • The Experiences – consider the activity, how it was planned, who was involved in the planning and were children involved in the planning? Consider whether children’s needs’ were taken into account. Aims and objectives – set considering children’s needs. • Reflection – consider whether all children were all engaged in the activity, how would this impact on the children, and colleagues. Consider how any children may feel if they are left out of activities and how parents/carers would perceive this. • Conceptualise – understand the consequences of actions including when activities are not child-centred: lack of inclusion, discrimination, not conforming to policies and procedures/equality/stereotyping/adverse experience on the children and why any issues might have happened. The setting needs to consider what has been learnt from any reflections and also consider appropriate resources/equipment that need to be available to ensure activities are child-centred and inclusive. • Plan – actions to take to adapt/design child-centred activities next time to provide fulfilling experiences, for all. Consideration needed so that all children are included e.g. pairing up children, ensure differentiation and inclusion, meaningful learning activities. <p>Responses can relate to theoretical learning and refer to experiences in work place.</p> <p>This list is not exhaustive. Credit any other relevant response.</p>				
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Question		Answer	Total Mark	AO1	AO2	AO3
9.	5.2	<p>Water is used as a play opportunity in a variety of settings to promote learning. Explain how the use of water play can be used to support experiential learning in Early Years.</p> <p>Award up to 6 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a basic explanation showing some knowledge and understanding of how water play can support aspects of the Early Years curriculum.</p> <p>Award 3-4 marks for a good explanation showing knowledge and understanding of how water play can support aspects of the Early Years curriculum.</p> <p>Award 5-6 marks for a very good explanation showing detailed knowledge and understanding of how water play can support aspects of the Early Years curriculum.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • it encourages children to take risks and become confident explorers • allows them to express ideas and feelings creatively • teaches understanding of rules about safety and danger • develops problem solving skills – maths and science in a practical way in a fun environment • learn through using direct comparisons with: length, height and distance, <i>e.g. longer/shorter than</i> weight/mass, <i>e.g. heavier/lighter than</i> capacity, <i>e.g. holds more/less than</i> <i>e.g. heavier/lighter than</i> capacity, <i>e.g. holds more/less than</i> • develops a sense of fun and enjoyment – supports development of social and emotional skills, resilience • allows children to gain confidence by trial and error • co-operative play – take part in activities alongside others, with some interaction. • extends the vocabulary using hands on kinaesthetic learning, teaches new words, <i>e.g. splash, pour, sprinkle</i> • allows children to select appropriate equipment and resources 	6		6	

	<ul style="list-style-type: none">• understand how some everyday materials change in shape when stretched, squashed, bent and twisted e.g. sponge, natural materials• hand and eye co-ordination – pouring water into vessels. <p>This list is not exhaustive. Credit any other relevant response.</p>				
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Question		Answer	Total Mark	AO1	AO2	AO3
10	5.4	<p>Describe how the United Nations Convention on the Rights of the Child (UNCRC) supports positive outcomes for children.</p> <p>Award up to 4 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1 mark for a basic description showing limited knowledge and understanding of how the United Nations Convention on the Rights of the Child (UNCRC) supports positive outcomes for children.</p> <p>Award 2-3 marks for a good description showing knowledge and understanding of how the United Nations Convention on the Rights of the Child (UNCRC) supports positive outcomes for children.</p> <p>Award 4 marks for a for a very good description showing clear knowledge and understanding of how the United Nations Convention on the Rights of the Child (UNCRC) supports positive outcomes for children.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • all children have access to play, leisure, sporting and cultural activities • all children are listened to, treated with respect, and are able to have their race and cultural identity recognised • all children have a safe home and a community that supports physical and emotional wellbeing • all settings ensure that children's rights are paramount e.g. their needs must come first in every situation • all children have access to education, training and learning opportunities • all children are supported to enjoy the best physical and mental, social and emotional health including freedom from abuse, victimisation and exploitation/safeguarding • all children have the right to live a full and decent life with dignity • views of children are respected so children are more involved in planning • no children are to be disadvantaged by child poverty. <p>This list is not exhaustive. Credit any other relevant response.</p>	4		4	

Question		Answer	Total Mark	AO1	AO2	AO3
11.	5.1	<p>Reflect on how the Reggio Emilia approach has influenced current practice in Early Years settings.</p> <p>Award up to 10 marks.</p> <p>Award 0 marks for a response that is not creditworthy.</p> <p>Award 1-2 marks for a limited reflection of the influence of the Reggio Emilia approach in order to inform practice in Early Years settings.</p> <p>Award 3-4 marks for a basic reflection of the influence of the Reggio Emilia approach in order to inform practice in Early Years settings.</p> <p>Award 5-7 marks for a good reflection of the influence of the Reggio Emilia approach in order to inform practice in Early Years settings.</p> <p>Award 8-10 marks for an excellent reflection of the influence of the Reggio Emilia approach in order to inform practice in Early Years settings.</p> <p>Response may refer to:</p> <ul style="list-style-type: none"> • the Reggio Emilia approach is based on the belief that children have rights and should be given opportunities to develop their potential – this is the basis of the foundation phase • the approach encourages children to share their thoughts and ideas – this is why settings have circle time • Reggio Emilia approach suggests children have opportunities to explore, observe, hypothesise, question and reflect on activities and discuss to clarify their understanding • Reggio Emilia supports inclusion and differentiation – the use of key workers and one-to-ones has been based on this extra educator • children should be encouraged to participate in a variety of creative activities e.g. clay sculpting, because expressive arts can give children the opportunity to look at and experience their world in many different ways • child-centred approach within the foundation phase is recommended, children choose their own topics and activities – this is only part utilised in curriculum framework settings • foundation phase classrooms are now more connected to allow for moving from one to another 	10			10

	<ul style="list-style-type: none">• based on Reggio Emilia children now have open access to outside play areas and equipment e.g. wellies and coats made available• illustrations of children's work and examples of photographs are now more widely displayed in classroom environments – this promotes celebrating success, improves self esteem• increased parental involvement to support child's learning – open door policy, sending photos of work home so parents see progress• children's likes and dislikes are key features as a result of this approach and influence and are incorporated into teachers planning• observation is a fundamental part of improving outcomes, and create strategies to allow the children to build upon their interests• group work are key approaches – children are encouraged by teachers to develop projects and solve problems among themselves• has encouraged the setting to make adaptations to their environments to form a physical link between inside and outside, perhaps in the form of covered canopies and verandas. <p>This list is not exhaustive. Credit any other relevant response.</p>				
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Mapping of Assessment Objectives: External Examination -SAMs (THIS IS NOT INDICATIVE FOR EVERY EXAMINATION)					
	Content	AO1	AO2	AO3	Total mark
1. (a)	1.1	4			4
(b)	1.1		5		5
2.	1.2	5			5
3.	1.3			6	6
4. (a)	2.2	4			4
(b)	2.2			6	6
5. (a)	2.1	5			5
(b)	2.2	5			5
6. (a)	3.1/3.3	8			8
(b)	3.1/3.2		3		3
(c)	3.2			9	9
7.	4.1/4.2		6		6
8. (a)	4.3			6	6
(b)	4.4		8		8
9.	5.2		6		6
10.	5.4		4		4
11.	5.1			10	10
TOTAL		31	32	37	100 Marks
		31%	32%	37%	
Minimum weightings		31-36%	31-36%	33-38%	

Mapping Document

		SAMS	January 2022	Summer 2022
Question	Mark allocation	Question type/command verbs		
Section A				
1. (a)	4	Outline		
(b)	5	Analyse		
2.	5	Describe (AO1)		
3.	6	Assess		
4. (a)	4	Outline		
(b)	6	Examine		
5. (a)	5	Suggest		
(b)	5	Summarise		
6 (a)	8	Describe (AO1)		
(b)	3	Explain		
(c)	9	Assess		
7.	6	Discuss		
8. (a)	6	Justify		
(b)	8	Explain		
9.	6	Explain		
10.	4	Describe (AO2)		
11.	10	Reflect		

All command verbs used in the SAMs have been tested with stakeholders and they were felt to be appropriate.

The mapping document will be used to ensure comparability across each live paper.