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# **EXAMINERS' REPORTS**

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## **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 21<sup>st</sup> century in Wales**

**JANUARY 2021**



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# CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT

## Level 3

January 2021

### **Unit 330: Principles and theories that influence children's care, play, learning and development in the 21<sup>st</sup> century in Wales**

As this is a new qualification the question types were 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 330 specification. The questions tested the candidate's ability to use their knowledge and understanding of the principles and theories of topics 1-5.

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. All questions were attempted by the candidates and responses were provided mainly based on theoretical knowledge, there was very little evidence or reflection on practice. This is evident given the current situation imposed through the Government Covid lockdowns due to the pandemic and the consequence of a lack of practice undertaken in a suitable workplace environment.

The questions proved to be accessible to the majority of candidates and timing of the paper was gauged well. All papers were completed on-line and their responses were generally clear and enhanced by the opportunity to type rather than write their answers. All questions were attempted as candidates progressed through the on-line paper. The candidates answers varied in their responses although very often were unsuccessful in answering the question as required by the command verbs. Some candidates listed or used bullet points where the response required an explain or a discuss. This was also evident where the candidates were required to distinguish between two points with the question.

#### **Q.1 Engaging in physical activity through leisure and sporting activities is fundamental for an adolescent's holistic development.**

##### **Discuss the benefits of adolescents engaging in individual or group sporting activities.**

This question enables candidates to express their viewpoints on a topic that would be an area of experience for them throughout their own childhood. Most learners provided a clear understanding of the benefits of adolescents engaging in sporting activities. Many learners linked their discussion to holistic development and considered social, emotional, physical and growth development. Issues around mental health were discussed frequently, and thorough supportive aspects and emotional support were a common point. Higher marks were awarded to candidates expressing a good discussion showing knowledge and understanding. Overall, this was a highly marked question and candidates gained a good start. A few candidates lacked in the discussion although the majority developed further discussion into the importance of teamwork, leadership and supporting development of accountability and motivation in learning through sports.

- Q.2 The Welsh Network of Healthy Schools Scheme (WNHSS) describes a health promoting school as one which ‘actively promotes, protects and embeds the physical, mental and social health and well-being of its community through positive action’ (Public Health Wales 2019).**

**Describe how schools can promote the health and wellbeing of children through the support of the Healthy Schools Scheme.**

Positive health and well-being for children were key points of discussion and successful responses demonstrated a very good description on the opportunities for schools in promoting the Healthy Schools Scheme. This question supports candidates understanding of developing children’s healthy lifestyles and many candidates expressed good links to the importance of whole school food and fitness promotion for children and staff through providing healthy foods, encouraging positive mental health and developing good home school links and encouraging healthy lunchboxes although answers were restricted and in some candidates answers other schemes were discussed which did not answer the question.

- Q.3 Promoting good mental health and raising awareness is an important approach to improving well-being in society.**

**Evaluate the benefits of raising awareness of mental health issues to support individuals.**

The majority of candidates accessed the highest marks on this question. The answers were broad and varied and provided a very good evaluation of the benefits of raising awareness of mental health issues. The answers were focused and clearly evidenced with examples in a number of responses. The majority of candidates answered this question in a mature and knowledgeable way highlighting key points regarding raising awareness through talking openly, reducing stigma, recognising the signs and supporting the symptoms and gaining help.

- Q.4 (a) New experiences and changing circumstances can have a significant impact on a child’s behaviour.**

**Summarise the impact of two types of transitions that could affect a child’s behaviour.**

This question provided an introduction into a more challenging question followed in 4(b). The candidates generally made good progress on this question and answered showing good knowledge and understanding. The majority of candidates stated the types of transitions typical within childhood and summarised how the transition may impact on their behaviour. Some included examples to support their summary. Most answers were limited to more basic types of transitions relating to a house move, divorce or a new sibling. The question offered an opportunity for full expression although most types of transitions were restricted and the impact and behaviours that followed were also restricted.

**Q.4 (b) Describe how adults can support children to reduce behaviour issues while experiencing any significant transitions in their life.**

The vast majority of candidates made little progress in this question. Responses were restricted and there was clear lack of experience within this area of knowledge. The answers focused on emotional, social and behavioural support with little discussion. Some answers stated the support that can be provided for children through a one to one or behaviour specialists although no development or description of how the support can reduce behaviour issues.

**Q.5 Childhood vaccinations are routinely implemented through the Public Health Wales immunisation programme.**

**Outline the value and impact of the immunisation programme on children's health, well-being and development throughout life.**

Many candidates responded fully to this question and showed a good understanding of the importance of vaccinations for children throughout life. As intended this question was a little challenging and required more than just statements or brief sentences. Many candidates simply stated the importance of having vaccinations which lacked detail in expressing the value and impact on children's health, well-being and development. Good answers outlined the value and impact of mass protection in the community, protection from deadly diseases to impact on reducing health inequalities. A small number of candidates provided examples of childhood immunisation programmes underlining the importance of the protection and improved health and well-being through minimising the spread of disease.

**Q.6 As part of the Early Years curriculum the children have been learning about everyday lives, their homes, families and other people. Alice has come home from school and asked her Grandpa for old photos and objects that he has kept from his childhood to take into school.**

**Assess the value of Alice exploring the past to promote her learning and development.**

This question depended on the ability to both understand the value of Alice learning about her family and in particular her Grandpa's childhood and also to assess the learning and development that can be gained through this area of the Early Year Curriculum. Many candidates were able to access the higher marks through meeting the required points although many lacked understanding and responses were short with very little assessment of the potential value for Alice. Good answers included some key areas of discussion relating to Alice learning about the past and times gone by and how they can support her understanding of day-to-day life for her Grandpa. A number of candidates indicated to the importance of Alice learning in a positive environment and having opportunities to ask questions although the responses relating to the understanding this area of learning were limited.

- Q.7 (a) Samara, who is diagnosed with dyslexia, has just begun year 7 at the local school. The school emphasises the value of an inclusive learning environment. Samara’s parents are concerned about how their daughter’s needs will be supported and have requested a meeting with the school.**

**Consider the challenges that Samara may experience at school, due to her dyslexia.**

This question provided an introduction into a more challenging question followed in 7(b). The candidates responded well and developed some good responses of the difficulties Samara may experience in school, although the answers lack in understanding of the value of an inclusive learning environment. The vast majority of responses related specifically to Samaras learning challenges due to emotional and social difficulties. Many discussed that she may be bullied, stressed or find homework difficult, which generally focused on beginning a new school. There was a clear reduction in the responses relating specifically to dyslexic and the practical challenges that can be experienced within a classroom environment.

- Q.7 (b) Discuss inclusive learning strategies that the school could use to support individuals with specific additional needs**

This question focused on the candidate’s knowledge and understanding of the strategies that are used in schools to support children with specific additional needs. The majority of answers were limited in discussion and responses provided mainly a statement. Some good responses included where candidates chose to discuss a small number of learning needs and discussed activities, support and guidance that can be provided for children requiring specific support. Some responded with statements of having one to one support or ALN staff although underdeveloped the discussion relating to the inclusive learning strategies or support that can be provided. Candidates generally struggled in responding with how schools use inclusive learning strategies through learning tools, games, resources or assistive technology to benefit and support an inclusive learning environment.

- Q.8 (a) Outline the value and purpose of the Additional Learning Needs and Education Tribunal Act (Wales) 2018**

This question proved difficult for most candidates as it focused on the candidate being able to retrieve their knowledge and understanding of legislation in relation to early intervention and needs assessment. Responses were brief and limited marks were gained based on a general understanding of legislation rather than a specific understanding of The Additional Learning Needs and Education Tribunal Act (Wales) 2018. Very few candidates gained marks on this question as the responses were basic and lacked knowledge. Some candidates understood the wording of ‘Additional Learning Needs’ and could reflect on what they knew about ALN and stated how this act could support children in a fair an equal way, which gained some marks where there was clear discussion. This question provided an introduction into a more challenging question followed in 8(b).

**(b) Assess the benefit of an Individual Development Plan (IDP) for children with additional needs.**

This question was straightforward and required candidates to be specific in their responses relating to the benefits of an Individual Development Plan (IDP) for children and follows on from Q8(a), which introduced the value and introduction of the plan. Candidates provided varied answers relating to assessments, target setting, positive approaches to learning and support and involving parents/carers as partners in planning for children. Responses provided were theoretical and there was little evidence of examples of practical experiences.

**Q.9 Minimising risk and assessing risk benefit are essential to maximising children's opportunities to promote a balanced approach when planning for children's play activities.**

**Distinguish between minimising risk and assessing 'risk benefit' for an outdoor play activity involving a woodland tree swing**

Candidates were awarded a good range of marks which was pleasing. They were presented with a two-aspect question, which required them to make judgements and distinguish between two points for discussion. Some candidates were unaware of this command verb and answered one part only, therefore lacked the knowledge and understanding required. The vast majority of the responses considered the risks of the tree and the areas around the tree; ensuring clearing and checking was done to avoid harm and minimise risk. Some responses which gained the higher marks also discussed the 'risk benefit' of this activity for children, indicating the benefits of freedom, playing in the outdoors and developing their confidence. Responses generally were good, and the candidates showed a good understanding of one area only. Overall, there was a clear lack in balance between minimising the risks and the benefits of play and learning.

**Q.10 Bronfenbrenner developed the five ecological systems theory in order to explain how all aspects of a child's life, and the child's environment affects how the child develops. One of the five systems include the microsystem which involves the child's direct environment.**

**Discuss the importance of Bronfenbrenner's microsystem in relation to developing fundamental relationships between the child's family and the school to support child's development.**

Some candidates offered a clear response of Bronfenbrenner's microsystem and related it positively to the child's environment, focusing with knowledge on the importance of developing positive relationships between the school and home. Responses indicated the impact on social and emotional development typically involving personal relationships with family members, classmates, teachers and carers. Some candidates were able to link to the significant relationships in a child's life and how they shape the way they see the world. Those who responded with a clear discussion were awarded with the higher marks.

**Q.11 Standard 11 of The National Minimum Standards for Regulated Childcare for children up to the age of 12 years, ensures that children are safeguarded by the setting's policy and procedures relating to medication.**

**Explain the responsibilities of the setting to ensure that children will safely receive the medication they need.**

This question was presented as an explanation to allow the learners to state and explain their understanding of the responsibilities and procedures required when administering medication to children. The question clearly indicates that the settings policy and procedures should be followed in relation to safeguarding children in the setting. Many candidates used hospitals as examples and what patients would expect, in this case no marks were awarded. Marks were awarded to a variety of responses. Some candidates explained the importance of having a written agreement from the parent and appropriate times of administration. Higher band marks were awarded where knowledge and understanding of the responsibilities of the staff in the setting were clear.



WJEC  
245 Western Avenue  
Cardiff CF5 2YX  
Tel No 029 2026 5000  
Fax 029 2057 5994  
E-mail: [exams@wjec.co.uk](mailto:exams@wjec.co.uk)  
website: [www.wjec.co.uk](http://www.wjec.co.uk)