



GCE A LEVEL MARKING SCHEME

SUMMER 2023

**A LEVEL
HEALTH AND SOCIAL CARE AND CHILDCARE –
UNIT 3
1570U30-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GCE A LEVEL HEALTH AND SOCIAL CARE AND CHILDCARE

UNIT 3: THEORITICAL PERSPECTIVES OF CHILDREN AND YOUNG PEOPLE'S DEVELOPMENT

SUMMER 2023 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 them 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 GCE Health and Social Care, and Childcare, each question will address one or more assessment objectives: from AO1, AO2 or AO3. Where appropriate, the assessment grid subdivides the total mark that may be allocated for 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.

Section A						
Question	Answer		AO1	AO2	AO3	Total mark
1.	Read the case study on Osian and answer the questions below.					
	(a)	Outline three factors that may have had a negative influence on Osian's development.	6 [2,2,2]			6
		<p>Award up to 2 marks for each correct factor within the case study that may be negatively influencing Osian's development.</p> <p>Award 1 mark for a basic outline showing some knowledge and understanding of each factor that may be negatively influencing Osian's behaviour.</p> <p>Award 2 marks for a good outline showing good knowledge and understanding of each factor which may be negatively influencing Osian's behaviour.</p> <p>Answers may refer to any three from:</p> <p>sociological:</p> <ul style="list-style-type: none"> family: separation of parents, father moving away and not turning up for visits, grandparents moving abroad, less attention from father and extended family lifestyle: lack of nutritious food due to low family income. <p>environmental:</p> <ul style="list-style-type: none"> lives in small rural village, less access to services and opportunities for play/resources friends: lack of socialisation due to being unable to attend parent/toddler group and his mother's lack of friends and family in the area, leading to isolation. <p>socio-economic:</p> <ul style="list-style-type: none"> poverty due to having to live on benefits and both parents not working. <p>psychological:</p> <ul style="list-style-type: none"> separation from father and grandparents, poor attachment to father due to inconsistent visits adverse childhood experiences (ACEs), including grief and loss due to parents separating and grandparents moving abroad. life experiences: parental separation and infrequent visits from his father could lead to insecure attachment and feelings of abandonment. transitions: starting/attending parent toddler group and nursery, new educational surroundings, new routine and teachers/practitioners, feeling unsettled. <p>biological:</p> <ul style="list-style-type: none"> possible learning disabilities, which may affect his ability to socialise with other children, and to communicate his needs <p>Credit any other relevant response.</p>				

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<i>Describe the features of emotional and social development for a 2 to 3-year-old child, such as Osian.</i>	6			6
	<p>Answers may refer to:</p> <p>Emotional and social development involves learning to interact with other people, and to understand and control one's own emotions. Babies start to develop relationships with the people around them from birth, but the process of learning to communicate, share, and interact with others takes many years to develop. The expected features of emotional and social development for a child aged 2-3 are:</p> <ul style="list-style-type: none"> • being aware of their gender identity • being quite assertive and say 'no' to adults' demands or instructions • starting to evaluate their behaviours as 'bad', 'good' etc. • beginning to share and take turns • being possessive about their toys • still needing parents or familiar adult nearby for security and support • being aware of their feelings and of other people's feelings • enjoying playing games with other children • watching other children playing and then join in the play for short periods of time • enjoying group activities such as singing and dancing • beginning to mimic real life scenarios with dressing up or imaginative play • showing a variety of emotions • knowing how to share and take turns • becoming interested in playing with other children around their age • using imaginative play e.g. pretends to be at a restaurant • playing with other children • simple make-believe play • preferring same sex playmates and toys • unlikely to share toys without protest • learning to resolve conflicts with peers and adults • childhood fears may emerge (monster under the bed) • beginning to understand other people's points of view • showing empathy • playing simple group games • interacting acceptably with others • separating easily from parents • expressing a wide range of emotions • objecting to major changes in routine <p>Credit any other relevant response.</p>				

Band	AO1
3	<p style="text-align: center;">5-6 marks</p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of the features of emotional and social development for a 2 to 3-year-old child • a confident grasp of relevant concepts.
2	<p style="text-align: center;">3-4 marks</p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of the features of emotional and social development for a 2 to 3-year-old child • generally secure grasp of relevant concepts.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of the features of emotional and/or social development for a 2 to 3-year-old child • some grasp of basic concepts.
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(c)	<i>Explain the strategies and approaches Katya could use to support Osian to develop positive behaviour at nursery.</i>		8		8
	<p>Answers may refer to:</p> <p>Approaches for promoting Osian’s positive behaviour in nursery include:</p> <ul style="list-style-type: none"> • modelling – e.g. Katya and other practitioners acting as role models • setting boundaries – e.g. rules at home/in nursery • consistency – between home and nursery e.g. Amy and Katya using the same approach/strategy • reinforcement – e.g. praise, rewards • creating an environment for good behaviour in the nursery – e.g. structured, planned days and a consistent routine <p>Katya should agree a behaviour policy with Amy, which:</p> <ul style="list-style-type: none"> • justifies expectations • expresses rules positively • includes rules about group behaviours • promotes resilience strategies. <p>Responses may also refer to formal strategies for promoting positive behaviour:</p> <ul style="list-style-type: none"> • providing an environment at home and in nursery that is positive and supportive • implementing strategies for building skills and strengthening positive behaviours • implementing strategies for decreasing undesired behaviour, such as: <ul style="list-style-type: none"> ○ quiet time ○ restorative practices ○ use of interventions, including: <ul style="list-style-type: none"> ▪ diversion, distraction ▪ discussions with key person ▪ managing the environment ▪ being consistent ▪ key person ▪ staying calm ▪ creating behaviour or routine cards ▪ continuing observations and tuning in to what the child is really trying to say through their challenging behaviour <p>Building positive relationships with parents:</p> <ul style="list-style-type: none"> • to build a positive relationship with Amy, Katya should work with her and establish trust, this will help ensure there is a consistent approach to promoting Osian’s positive behaviour. • good communication between Katya and Amy is important to ensure consistent routines are applied. • Katya should regularly update Amy on Osian’s progress and discuss any concerns. <p>Credit any other valid response.</p>				

Band	AO2
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent explanation which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of how Osian's can be supported to develop positive behaviour at nursery • a confident grasp of a range of strategies and approaches that could be applied to promote positive behaviour from Osian.
3	<p style="text-align: center;">5-6 marks</p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of how Osian can be supported to develop positive behaviour at nursery • a generally secure grasp of strategies and approaches that could be applied to promote positive behaviour from Osian.
2	<p style="text-align: center;">3-4 marks</p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of how Osian can be supported to develop positive behaviour at nursery • some grasp of strategies and/or approaches that could be applied to promote positive behaviour from Osian.
1	<p style="text-align: center;">1-2 marks</p> <p>A limited explanation which shows:</p> <ul style="list-style-type: none"> • little knowledge and understanding of how Osian can be supported to develop positive behaviour at nursery • little grasp of strategies or approaches that could be applied to promote positive behaviour from Osian.
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
2.	<i>Katya has observed that Osian has some difficulties in communicating his needs and this may be affecting his behaviour.</i>				
	(a) <i>Analyse how continuing observations can help Katya to support Osian to communicate his needs to develop positive behaviour patterns.</i>			6	6
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> • Osian's behaviour that challenges has been a barrier to him accessing the parent/toddler group and has resulted in a delay in him starting nursery • an assessment for additional learning needs will assess if Osian is achieving the expected milestones for a child of his age • any developmental delays can be identified and support put in place (behavioural support plan/individual development plan) • the nursery can ensure their planning takes into consideration Osian's individual needs • feedback to parent • Osian can receive learning opportunities that are adapted to the way he learns; • adjustments can be made for Osian within the normal day-to-day organisation of the setting. • staff can adapt the ways in which they work with Osian, to meet his needs • Osian can have targeted support in those areas of learning which have been identified as needing support • The nursery can make referrals to other agencies to ensure Osian gets the best possible support • Osian can access one to one support if needed. <p>Credit any other valid response.</p>				

Band	AO3
3	<p style="text-align: center;">5-6 marks</p> <p>A very good analysis which shows:</p> <ul style="list-style-type: none"> • reasoned interpretation of how continuing observations can help Katya to support Osian to communicate his needs to develop positive behaviour patterns • confident engagement with the concept of continuing observations and the potential impact on Osian’s communication and behaviour.
2	<p style="text-align: center;">3-4 marks</p> <p>A good analysis which shows:</p> <ul style="list-style-type: none"> • some interpretation of how continuing observations can help Katya to support Osian to communicate his needs to develop positive behaviour patterns • straightforward engagement with the concept of continuing observations and the potential impact on Osian’s communication and behaviour.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic analysis which shows:</p> <ul style="list-style-type: none"> • little evidence of interpretation of how continuing observations can help Katya to support Osian to communicate his needs to develop positive behaviour patterns • some engagement with the concept of continuing observations and the potential impact on Osian’s communication and or behaviour.
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<p><i>Katya has decided to use positive reinforcement with Osian.</i></p> <p><i>Describe positive reinforcement in terms of Skinner's behavioural theory and evaluate its effectiveness in promoting positive behaviour patterns in a child such as Osian.</i></p>	6		8	14
	<p>Answers may refer to:</p> <p>Skinner demonstrated how this worked by placing a rat in a 'Skinner box' with a lever on the side that every time the rat accidentally touched it would drop a pellet of food. The rat quickly learned to go straight to the lever when being put in the box repeating the desired behaviour.</p> <ul style="list-style-type: none"> • Positive reinforcement is where targeted or desired behaviours are exchanged for rewards such as praise, privileges or favoured activities. • Without positive behaviours being modelled, taught, and reinforced, children can develop bad habits that are hard to break. A child can struggle in school and with their peer relationships which could have a long-term impact on their future. • This is often used by practitioners in the setting through reward charts, certificates, giving out stickers or the chance to take responsibility or help out at snack time (Osian is only 2) as a reward for good behaviour • Skinner's behavioural theory is that through positive reinforcement a response or behaviour is strengthened by rewards leading to repetition of this behaviour. • Skinner's theories developed from the classical conditioning of Pavlov and Watson but he believed Classical conditioning was too simplistic to explain the complexities of human behaviour, and the best way to study behaviour was to examine its causes and responses. <p>Using positive reinforcement with Osian will promote positive behaviour patterns by:</p> <ul style="list-style-type: none"> • helping Osian to form a positive sense of self through praise, encouragement and rewards • supporting Osian to form positive relationships by praising him when he plays well with other children, shares, takes turns and shows empathy • helping Osian to develop respect for others by praising and rewarding him when he says please or thank you and for helping others, • creating a rewards chart for your Osian that makes it clear what a reward can be given for, e.g. finishing work on time, tidying up, sitting down and listening when asked. 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> • giving praise that is clear, direct, and defined. Osian needs to know what he has done that was very good so that the behaviour can become repeatable. • support Osian to develop social skills and emotional management through modelling appropriate social skills and rewarding Osian when he copies this helping to develop an understanding of appropriate group behaviour. • continually praise and encourage Osian when he behaves appropriately or meets behavioural or developmental targets to promote self-confidence in his abilities. • praise Osian's positive behaviour so he can feel proud of his achievements and he can also receive praise and encouragement from Amy at home ensuring a consistent approach both at home and at nursery • reinforce the nursery rules on behaviour so that Osian understands what behaviour is expected of him • Katya should listen to Osian when he has demonstrated behaviour that challenges and show empathy to develop an understanding of the causes <p>Credit any other valid response.</p>				

Band	AO1	AO3
4	<p>There are no Band 4 marks for this assessment objective.</p> <p>6 marks are awarded as for Band 3.</p>	<p>7-8 marks</p> <p>An excellent evaluation demonstrating:</p> <ul style="list-style-type: none"> perceptive and informed judgements about how the strategy of positive reinforcement can help promote positive behaviour patterns in Osian. confident and detailed engagement with the principles of positive reinforcement as a strategy to promote positive behaviour.
3	<p>5-6 marks</p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of positive reinforcement in terms of Skinner's behavioural theory a confident grasp of relevant concepts. 	<p>5-6 marks</p> <p>A good evaluation demonstrating:</p> <ul style="list-style-type: none"> reasoned judgements about how the strategy of positive reinforcement can help promote positive behaviour patterns in Osian. thorough engagement with the principles of positive reinforcement as a strategy to promote positive behaviour.
2	<p>3-4 marks</p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of positive reinforcement in terms of Skinner's behavioural theory a generally secure grasp of relevant concepts. 	<p>3-4 marks</p> <p>A basic evaluation demonstrating:</p> <ul style="list-style-type: none"> generally valid judgements about how the strategy of positive reinforcement can help promote positive behaviour patterns in Osian. straightforward engagement with the principles of positive reinforcement as a strategy to promote positive behaviour.
1	<p>1-2 marks</p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of positive reinforcement in terms of Skinner's behavioural theory some grasp of basic concepts. 	<p>1-2 marks</p> <p>A limited evaluation demonstrating:</p> <ul style="list-style-type: none"> little evidence of judgements about how the strategy of positive reinforcement can help promote positive behaviour patterns in Osian. little engagement with the principles of positive reinforcement.
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Section B

Question		Answer	AO1	AO2	AO3	Total mark
3.	(a)	<i>Describe the expected pattern of language development for a child from birth to 3 years.</i>	6			6
		<p>Answers may refer to:</p> <p>0-3 months – responds to loud sounds, recognises voices, cooing, has different cries for different needs, smiles when spoken to/sees you</p> <p>4-6 months – looks toward sound, attends to toys with sound and music, makes babbling sounds, laughs, vocalizes pleasure/displeasure</p> <p>7-12 months – enjoys routine predictive games (i.e. peek-a-boo), recognises common words, begins to respond to simple requests, varied babbling, uses speech/sounds to get attention, imitates speech sounds, produces first meaningful word</p> <p>12-18 months – understands 100-150 words in context, points to body parts, listens to songs, stories, rhymes, uses gestures for intentional communication, uses many different consonant sounds, rapid increase in vocabulary daily</p> <p>18-24 months – understands 150-200+ words follows simple commands, understands simple questions identifies pictures in books by pointing, says 50-150 words, names common items, starts to put 2 words together</p> <p>24-36 months – understands 200-500+ words, follows 2-step directions, understand one, all, in, on, under, understands differences in meaning (i.e. go/stop), starts to understand many aspects of language including grammar, listens to longer stories, says 100-250+ words uses 2-4 word phrases, requests objects by name, starts to use grammar rules of language.</p> <p>Answers may refer to:</p> <ul style="list-style-type: none"> • language development is where children develop the higher cognitive skills needed to communicate verbally and communicate their wants, needs and opinions through language. • although some children might develop more slowly than others there is a typical sequence for language development. • at first babies will make their own sounds but later they repeat sounds they hear in their environment. Most children will say their first words between nine and eighteen months which are usually mama or dada whatever the language of the child. <p>Credit any other relevant response.</p>				

Band	AO1
3	<p style="text-align: center;">5-6 marks</p> <p>A very good description, which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of the expected pattern of language development for a child from birth to 3 years. • a confident grasp of relevant concepts.
2	<p style="text-align: center;">3-4 marks</p> <p>A good description, which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of the expected pattern of language development for a child from birth to 3 years. • a generally secure grasp of relevant concepts.
1	<p style="text-align: center;">1-2 marks</p> <p>A basic description, which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of the expected pattern of language development for a child from birth to 3 years. • some grasp of basic concepts.
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<i>Explain how practitioners can apply Piaget's theory of cognitive development to support the intellectual development of children.</i>		6		6
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> • Piaget's theory of cognitive development helps practitioners to shape their lesson planning and activities in order to produce an environment where children can learn through experiences • Piaget believes children are actively constructing knowledge and looking for solutions to problems which is the basis for discovery learning and experiential learning, an essential part of early years education today. • Piaget's theory is called a stage theory as children move through a set of stages in their intellectual development: the sensorimotor, preoperational, concrete operational and formal operational period. • Piaget believed children must reach a certain stage in their development before they can move to the next, he believed that each new stage was a development from an earlier one involving reconstructing and transforming their earlier knowledge. • Piaget's theories enable practitioners to understand that children's development is based on stages and therefore plan activities and lessons that are appropriate for the age and developmental stage of the child • he explains the intellectual growth of children of all ages. • by using Piaget's theory in the classroom practitioners can align their teaching strategies with children's cognitive level • the Foundation Phase in Wales which promotes children's learning through play and experiential learning is underpinned by Piaget's theories. • Piaget's theories have an emphasis on active rather than passive learning through exploring the world and discovery learning which are key aspects of the Foundation phase and many other educational curricula today. • teachers and practitioners emphasise student centred activities to promote learning where children learn through active discovery rather than direct tuition and there is a focus on the learning process rather than the end product. • Piaget recognised the importance of observing children to assess their developmental level in order to plan tasks activities that are age and stage appropriate, and this is an important part of session planning in settings. 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> understanding stages of development helps practitioners to identify any signs of developmental delay and provide the correct support for each child's individual learning needs. Piaget's theory is based on how children learn through play and the benefits of learning through play. His theory also provides a clear foundation for the education of children. It allows professionals to gain knowledge on how they should work with children and ensure that children are given the correct opportunities. <p>Credit any other valid response.</p>				

Band	AO2
3	<p>5-6 marks</p> <p>A very good explanation that shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of how practitioners can apply Piaget's theory of cognitive development to support the intellectual development of children. a confident grasp of how the features of Piaget's theory applies to the intellectual development of children
2	<p>3-4 marks</p> <p>A good explanation that shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of how practitioners can apply Piaget's theory of cognitive development to support the intellectual development of children. a generally secure grasp of how the features of Piaget's theory applies to the intellectual development of children.
1	<p>1-2 marks</p> <p>A basic explanation that shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of how Piaget's theory of cognitive development supports the intellectual development of children. some grasp of how the features of Piaget's theory applies to children's development.
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(c)	<i>Analyse how physical play can promote and support the holistic development of a child aged 4-6 years.</i>			8	8
	<p>Answers may refer to:</p> <ul style="list-style-type: none"> • physical play constitutes activities where a child swings, runs, spins, jumps, and climbs. • makes them physically fit and keeps them healthier. • increases muscle strength and endurance, strengthening their bones and boosting their metabolism. • develops motor fitness skills such as agility, speed power, balance and coordination. • different parts of the brain are stimulated simultaneously when spinning; this builds new and more developed pathways throughout the brain that improve learning potential and spatial awareness • when climbing children practice important cognitive skills such as memory, problem solving and visualisation • jumping helps children to recognise where their body is in space • walking and running provides opportunities to practice and master skills needed for independent movement • physical play encourages "gross motor" development which are physical skills that use large body movements, normally involving the entire body. • children of this age begin mastering new forms of physical play begin to use the see-saw, slide, and swing on their own, start jumping rope, skating, hitting balls with bats. • children of this age enjoy learning to play organised sports such as soccer, rugby or swimming. They also like to participate in physical extracurricular activities such as karate, gymnastics, or dance, this develops social skills, teamworking, problem solving and develops confidence and self-esteem. • children continue to refine fine motor skills and build upon earlier skills, they can now button and unbutton their clothes by themselves, they begin to show the skills necessary for starting or succeeding in school, such as printing letters and numbers and creating shapes such as triangles. They are able to use paints, pencils and crayons with better control. <p>Credit any other valid response.</p>				

Band	AO3
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent analysis demonstrating:</p> <ul style="list-style-type: none"> • perceptive, informed interpretation of how physical play can promote the holistic development of a child aged 4-6 years. • confident and detailed engagement with the concept of physical play and how it can promote all areas of development.
3	<p style="text-align: center;">5-6 marks</p> <p>A good analysis demonstrating:</p> <ul style="list-style-type: none"> • reasoned interpretation of how physical play can promote the holistic development of a child aged 4-6 years. • thorough engagement with the concept of physical play and how it can promote most areas of development.
2	<p style="text-align: center;">3-4 marks</p> <p>A basic analysis demonstrating:</p> <ul style="list-style-type: none"> • some interpretation of how physical play can promote the holistic development of a child aged 4-6 years. • straightforward engagement with the concept of physical play and how it can promote some areas of development.
1	<p style="text-align: center;">1-2 marks</p> <p>A limited analysis demonstrating:</p> <ul style="list-style-type: none"> • little evidence of interpretation of how physical play can promote the holistic development of a child aged 4-6 years. • little engagement with the concept of physical play and how it can promote at least one area of development.
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
4.	<i>Play underpins all areas of development in the Foundation Phase Framework.</i>				
	(a) <i>Explain the purpose of play in supporting children's development.</i>		6		6
	<p>Answers may refer to:</p> <p>The purpose of play: play is an essential part of every child's life and is vital for the enjoyment of childhood as well as social, emotional, intellectual and physical development</p> <ul style="list-style-type: none"> • children have a right to play • play allows children to use their creativity while developing their imagination, dexterity, physical, cognitive, and emotional strength. • through play children engage and interact in the world around them • regular active play helps babies, children and young people to develop a lifelong habit of daily exercise and life skills such as: <ul style="list-style-type: none"> • communication and social skills • an understanding of social rules • friendships • a sense of 'give and take' • patience and perseverance • an understanding of others • teamwork and a sense of belonging • play underpins all areas of learning in the Foundation Phase Framework; play also underpins learning and all development. <p>The role in children's development:</p> <ul style="list-style-type: none"> • increase their self-esteem, and self-respect • improve and maintain their physical and mental health • give them the opportunity to mix with other children • allow them to increase their confidence through developing new skills • promote their imagination, independence and creativity • provide opportunities for developing social skills and learning, and for children of all abilities to play together. • build resilience through risk taking and challenge, problem solving, and dealing with new and novel situations. • children are able to socialise and communicate with peers promoting language skills, keep active both physically and mentally and are given the freedom to use their creativity and make their own decisions. <p>Credit any other valid response.</p>				

Band	AO2
3	<p style="text-align: center;">5-6 marks</p> <p>A very good explanation which shows:</p> <ul style="list-style-type: none"> • thorough knowledge and understanding of the purpose of play. • a confident grasp of how play supports children's development
2	<p style="text-align: center;">3-4 marks</p> <p>A good explanation which shows:</p> <ul style="list-style-type: none"> • generally secure knowledge and understanding of the purpose of play. • a generally secure grasp of how play supports children's development
1	<p style="text-align: center;">1-2 marks</p> <p>A basic explanation which shows:</p> <ul style="list-style-type: none"> • some knowledge and understanding of the purpose of play. • some grasp of how play supports children's development.
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
(b)	<i>Describe how any two of the types of play may support key areas of development within the Foundation Phase.</i>	8			8
	<p>Answers may refer to any two from:</p> <ul style="list-style-type: none"> • creative play – develops problem solving, language skills children express their emotions, develop social skills and learn to respect the feelings and ideas of others • physical play – develops gross and fine motor skills, fitness and gives them opportunities to take risks • imaginative/pretend play or role play – develops the social skills and behaviours children need to for adult life • environmental play – promotes discovery learning as children learn about the world through their senses • playing in a structured environment – allows children to use logic to solve problems whereas while unstructured play, or free play is creative and open-ended • unstructured play – builds empathy and creativity in children and can help reduce depression, anxiety, and stress. It allows children to follow interests and develop motivation to learn, explore and discover • self-directed play – allowing children to play without direction or interference from adults, defined as freely chosen with the child determining and controlling the content of their play. • child directed play (free play) – motivates children to engage in play and exploration for the experience rather than with an end goal in mind • child directed play with adult support (scaffolding: guided play) – provides a balance between structure and freedom that promotes exploration and discovery • adult directed play (games) – encourage the children to listen and follow instructions, and improve concentration • adult controlled play (direct instructions) – the adult observes the activity to assess the developmental stage of the child and plan appropriate activities to support and promote their development. <p>Play underpins all areas of learning in the Foundation Phase.</p> <p>Play within the Foundation Phase:</p> <ul style="list-style-type: none"> • provides opportunities and activities for exploration, investigation and discovery • can support and promote the development of knowledge and understanding of the world • promotes active learning • helps children to think and make sense of the world around them 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> develops their linguistic and communication skills enables children to be creative, to investigate and explore different materials provides children with opportunities to experiment and predict outcomes makes learning fun and enjoyable encourages the management of risk and challenge encourages independent investigation on pre-set activities maximises opportunities in the outdoor learning environment – taking learning outdoors. areas of learning are interdependent/ ensuring that the children participate in activities that cover all areas of learning and development <p>Credit any other valid response</p>				

Band	AO1
	7-8 marks
4	<p>An excellent description which shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of how two different types of play support key areas of development within the Foundation Phase. a confident grasp of relevant concepts.
	5-6 marks
3	<p>A good description which shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of how two different types of play support key areas of development within the Foundation Phase. a generally secure grasp of relevant concepts.
	3-4 marks
2	<p>A basic description which shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of how two different types of play support key areas of development within the Foundation Phase. some grasp of basic concepts.
	1-2 marks
1	<p>A limited description which shows:</p> <ul style="list-style-type: none"> little knowledge and understanding of how at least one type of play supports key areas of development within the Foundation Phase. little grasp of concepts.
	0 marks
	Response not creditworthy or not attempted.

Question	Answer	AO1	AO2	AO3	Total mark
(c)	<i>Analyse how play therapy can benefit and support children with specific individual needs.</i>			8	8
	<p>Answers may refer to:</p> <p>Benefits of play therapy</p> <ul style="list-style-type: none"> • developing coping strategies and problem solving • promotes self-respect • children feel less anxious • children have more respect for others and empathy • increased ability to express feelings • better social skills and family relationships • improves language and motor skills <p>Play therapy particularly benefits children with developmental delay or additional learning needs, serious illness, problem behaviour in school, children showing angry or aggressive behaviour, family problems such as divorce or death, abuse, neglect or domestic violence, eating disorders, ADHD and Autism</p> <p>Support:</p> <ul style="list-style-type: none"> • play therapy helps to improve the child's communication, improves their impulse control and the way they cope with anxiety or frustration. • it can remove problems the child might have with engaging in expected play and helps the child begin to trust others. • play is the child's language and the way in which they understand and communicate their experiences and feelings. • the practitioner or teacher needs to plan a range of activities and play opportunities that are relevant, inspiring, challenging and promote development for children to truly benefit from their play. • play is not only fun it can also be therapeutic, children who are troubled or having problems. • therapists can use play to help children explore emotions and deal with trauma as through play they can learn new ways to cope and new patterns of behaviour. • play therapy generally has a positive effect on children and as they gain trust in the therapist they usually become more creative in their play. <p>Credit any other valid response.</p>				

Band	AO3
4	<p style="text-align: center;">7-8 marks</p> <p>An excellent analysis demonstrating:</p> <ul style="list-style-type: none"> • perceptive, informed interpretation of how play therapy can benefit and support children with specific individual needs. • confident and detailed engagement with the principle of how play therapy
3	<p style="text-align: center;">5-6 marks</p> <p>A good analysis demonstrating:</p> <ul style="list-style-type: none"> • reasoned interpretation of how play therapy can benefit and support children with specific individual needs. • thorough engagement with the principle of play therapy
2	<p style="text-align: center;">3-4 marks</p> <p>A basic analysis demonstrating:</p> <ul style="list-style-type: none"> • some interpretation of how play therapy can benefit and support children with specific individual needs. • straightforward engagement with the principle of play therapy
1	<p style="text-align: center;">1-2 marks</p> <p>A limited analysis demonstrating:</p> <ul style="list-style-type: none"> • little evidence of interpretation of how play therapy can benefit and support children with specific individual needs. • little engagement with the principle of play therapy
	<p style="text-align: center;">0 marks</p> <p>Response not creditworthy or not attempted.</p>

Question	Answer	AO1	AO2	AO3	Total mark
5.	<i>Describe the factors affecting Matthew's behaviour and discuss how the SEAL strategy could help and support him.</i>	8		10	18
	<p>Answers may refer to:</p> <p>Factors affecting Matthew's behaviour:</p> <ul style="list-style-type: none"> • family: Mother dying and Father stopped working • friends: moving to a new school, feeling lonely and isolated • socialisation-moving home and school, separation from friends and having to make new friends, negative behaviour at school, lack of feeling of belonging in school/community • poverty due to Father not working. • separation from Mother due to bereavement • adverse childhood experiences (ACEs), including • grief and loss due to Mother dying, losing friends due to moving to a new town and school • life experiences: Mother dying, father losing job, moving to new town and school, having to sell home, loss of friends • mental health: depression, grief, sadness, loss • transitions: new home, new town, new school and educational surroundings, new routine and teachers, feeling unsettled <p>How the SEAL strategy could help support Matthew:</p> <p>SEAL is designed to promote the development and application to learning of social and emotional skills that have been classified under the five domains proposed in Goleman's model of emotional intelligence.</p> <p>These are:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulation (managing feelings) • Motivation • Empathy • Social skills <ul style="list-style-type: none"> • SEAL strategies in schools are underpinned by clear planning focused on improving standards, behaviour and attendance which could help Matthew to improve his behaviour that challenges at school • SEAL promotes a school ethos that provides a climate and conditions to promote social and emotional skills, all children are provided with planned opportunities to develop and enhance social and emotional skills which could help Matthew to start making friends and socialising more with peers and learn new ways to manage his emotions. 				

Question	Answer	AO1	AO2	AO3	Total mark
	<ul style="list-style-type: none"> • Teachers are trained to recognise the significance of social and emotional skills to effective learning and to the well-being of pupils, which could help Matthew to re-engage with his studies and achieve his qualifications. • Teachers model and ‘scaffold’ these skills, so that they permeate the environment and the school day, as well as ideas for fostering and reinforcing SEAL skills across the curriculum. • Pupils who would benefit from additional support have access to small group work, which would benefit Matthew with opportunities to improve his emotional and social skills and engagement in learning in a safe structured environment • There is a strong commitment to involving pupils in all aspects of school life and this would allow Matthew to improve his confidence and self-esteem and give him a sense of belonging to the school community • There is a strong commitment to working positively with parents and carers, the school would build positive relationships and develop effective communication with Matthew’s home to best support him in a variety of ways including: <ul style="list-style-type: none"> • implementing strategies for building skills and strengthening positive behaviours • implementing strategies for decreasing undesired behaviour. • provide counselling for Matthew • good communication and positive relationships between parent and teachers are important to ensure consistent routines are applied • quiet time • restorative practices • modelling – e.g. parent/teachers acting as role models • setting boundaries – e.g. rules at home/in school <p>Credit any other valid response.</p>				

Band	AO1	AO3
4	<p>7-8 marks</p> <p>An excellent description which shows:</p> <ul style="list-style-type: none"> thorough knowledge and understanding of the factors affecting Matthew's behaviour confident grasp of relevant concepts. 	<p>9-10 marks</p> <p>An excellent discussion demonstrating:</p> <ul style="list-style-type: none"> perceptive, informed judgement of how the SEAL strategy could help and support Matthew confident and detailed engagement with the principles of the SEAL strategy <p>The candidate's response is clearly expressed and shows accurate use of a broad range of terminology. Writing is very well structured and highly organised using accurate grammar, punctuation and spelling.</p>
3	<p>5-6 marks</p> <p>A good description which shows:</p> <ul style="list-style-type: none"> generally secure knowledge and understanding of the factors affecting Matthew's behaviour generally secure grasp of relevant concepts. 	<p>6-8 marks</p> <p>A good discussion demonstrating:</p> <ul style="list-style-type: none"> reasoned judgement of how the SEAL strategy could help and support Matthew thorough engagement with the principles of the SEAL strategy <p>The candidate's response is clearly expressed and shows accurate use of terminology. Writing is well structured using mostly accurate grammar, punctuation and spelling.</p>
2	<p>3-4 marks</p> <p>A basic description which shows:</p> <ul style="list-style-type: none"> some knowledge and understanding of the factors affecting Matthew's behaviour some grasp of basic concepts. 	<p>3-5 marks</p> <p>A basic discussion demonstrating:</p> <ul style="list-style-type: none"> some interpretation of how the SEAL strategy could help and support Matthew straightforward engagement with the principles of the SEAL strategy <p>The candidate's response is adequately expressed and shows appropriate use of terminology. Writing is mainly well structured using reasonably accurate grammar, punctuation and spelling.</p>
1	<p>1-2 marks</p> <p>A limited description which shows:</p> <ul style="list-style-type: none"> little knowledge and understanding of the factors affecting Matthew's behaviour little grasp of concepts. 	<p>1-2 marks</p> <p>A limited discussion demonstrating:</p> <ul style="list-style-type: none"> little evidence of judgements of how the SEAL strategy could help and support Matthew little engagement with the principles of the SEAL strategy <p>The candidate's response shows basic use of terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.</p>
	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>	<p>0 marks</p> <p>Response not creditworthy or not attempted.</p>

Mapping of questions to specification content and assessment objectives

Unit 3

Question		Specification content (main focus)				Mark allocation			
		Section			Part	Total marks	AO1 marks	AO2 marks	AO3 marks
		2.3.1	2.3.2	2.3.3					
1	(a)			6	(a)	6	6	0	0
	(b)	6			(a)	6	6	0	0
	(c)			8	(b)	8	0	8	0
2	(a)	6			(a)	6	0	0	6
	(b)	6		8	(2,3.1b) (2.3.3b)	14	6	0	8
Section A		18	0	22		40	18	8	14
3	(a)	6			(a)	6	6	0	0
	(b)	6			(b)	6	0	6	0
	(c)	8			(a)	8	0	0	8
4	(a)		6		(b)	6	0	6	0
	(b)		8		(d)	8	8	0	0
	(c)		8		(b)	8	0	0	8
5		8		10	(2,3.1b) (2.3.3a)	18	8	0	10
Section B		28	22	10		60	22	12	26
Total marks		46	22	32		100	40	20	40