LEVEL 2 MARKING SCHEME

WINTER 2023

LEVEL 2
CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT: PRACTICE AND THEORY

MANDATORY GROUP 2: UNIT 216
UNDERSTANDING CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT

5962U60-1

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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.

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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, 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 2 Children's Care, Play, Learning and Development: Practice and Theory, each question will address one or more Learning Outcomes.

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.

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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.

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<table>
<tr><th>Question</th><th>Answer</th><th>LO’s</th><th>Total marks</th></tr>
<tr><td>1. (a)</td><td>Complete the table below to identify the different aspects of physical development. One has been done for you.

Award 1 mark per correct response

<table>
<tr><th>Physical skill</th><th>Description</th></tr>
<tr><td>(i) Locomotor skills</td><td>Moving around/ balancing/ walking motions</td></tr>
<tr><td>(ii) Gross motor skills</td><td>Large movements</td></tr>
<tr><td>(iii) Sensory skills/senses</td><td>Touch, smell, taste, vision and hearing</td></tr>
<tr><td>(iv) Fine motor skills/ hand eye coordination</td><td>Small movements</td></tr>
</table></td><td>LO1

1.1</td><td>3</td></tr>
</table>

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Question	Answer	LO's	Total marks
(b)	The baby in this picture is one month old. Explain the expected milestones of social and emotional development for a one-month-old-baby. **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a basic explanation which shows little knowledge and understanding of the milestones of social and emotional development expected for a 1-month-old. **Award 3-4 marks** for a good explanation which shows some knowledge and understanding of the milestones of social and emotional development expected for a 1-month-old. **Award 5-6 marks** for a very good explanation which shows detailed knowledge and understanding of the milestones of social and emotional development expected for a 1-month-old. Response may refer to: **1-month-old baby** • Some reflexes may be visible – e.g. startle reflex in response to a load noise – may scare baby' • Will turn head towards breast or bottle – moro reflex • Bonding process is evident – child will turn head to identify source of a human voice especially mother • Child is soothed by mothers voice – may stop crying • Starts to settle into a routine • Focuses on faces of familiar adults • May enjoy tummy time • May be soothed by dummy • Fleeting smiles when asleep • Smiles and enjoys bath time • Enjoys close contact with main carers • Starts to cry in response to needs and is awake for longer period of times – building relationships with other members of the family • Coos to communicate and when content This list is not exhaustive. Credit any other relevant response.	LO1 1.4 1.5	6

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Question	Answer	LO's	Total marks
(c)	Analyse how areas of development can interlink when children take part in creative activities. Award up to **8** marks. **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a limited analysis which shows little knowledge and understanding of how all areas of development can interlink through engagement in creative activities **Award 3-4 marks** for a basic analysis which shows some knowledge and understanding of how all areas of development can interlink through engagement in creative activities **Award 5-6 marks** for a good analysis which shows good knowledge and understanding of how all areas of development can interlink through engagement in creative activities **Award 7-8 marks** for a very good analysis which shows detailed knowledge and understanding of how all areas of development can interlink through engagement in creative activities Response may refer to: • How development does not occur in isolation – all areas may interlink whilst engaged in creative activities – for example, if a child was painting then language and social connect closely as they talk and use various language and social skills, they develop a bond or friendship, they may share ideas linking to intellectual cognitive development and problem solving. Mixing colours primary to secondary can be considered as cognitive skills – numeracy can be developed as a result of creating a collage or constructing items or building blocks or bricks • Being engaged in any form of creative activity develops hand eye coordination – pincer and palmer grasp – more precise actions – fine manipulative skills are used – this has a knock on effect with writing skills • For many skills that children need to develop they use more than one area – for example drawing a picture of oneself – uses physical skills– holding a pencil – hand eye coordination, holding develops strength • Having an awareness of mark making – making different strokes, cognitive skill - involves short- and long-term memory, concentration, attention to detail, spacial awareness • Language – a child may talk out loud and provide a commentary of what they are drawing, engage in new vocabulary/key words, interaction with others, questioning, discussing in small and large groups	LO1 1.6	8

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Question	Answer	LO's	Total marks
	• In schools they engage in various creative exercises within the Foundation Phase, taking turns, understanding the rules of social behaviour and problem solving and working out connections are all seen within creative activities. As they work in groups on a creative exercise they may need to solve conflicts with friends and learn how to communicate their needs. Being involved in will include discussions and reaching conclusions. Creative exercises will also form a basis for hobbies, likes and dislikes, it may also create harmony and develop a sense of well-being. This list is not exhaustive. Credit any other relevant response.		

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<table>
<tr><th>Question</th><th>Answer</th><th>LO's</th><th>Total marks</th></tr>
<tr><td>2. (a)

(i)</td><td>Jack is 6 years old and attends the local Welsh Medium primary school with his 8-year-old sister, Charlotte and his 4-year-old brother, Liam. They attend after school club and enjoy a variety of out of school activities, including sports clubs.

Name one indoor activity Jack may take part in during the school day within the current curriculum.</td><td>LO2</td><td>1</td></tr>
<tr><td>(ii)</td><td>State one resource he may use when engaging in this activity.

Answers may include:
<table>
<tr><td>(i) Activity</td><td>(ii) Resources</td></tr>
<tr><td>Reading</td><td>Books, book corner, reading schemes, ipad, laptop own</td></tr>
<tr><td>Writing exercises</td><td>Pens, paper books, digital resources</td></tr>
<tr><td>Numeracy games</td><td>Table top games – draughts, memory cards, numicon, abacus</td></tr>
<tr><td>Problem solving creative activities</td><td>Using house hold items for construction and project work, internet</td></tr>
<tr><td>Arts and crafts/role play/music</td><td>Pens, pencils, paints, costumes, etc</td></tr>
<tr><td>Physical</td><td>Balls, goals etc</td></tr>
<tr><td>Digital skills</td><td>Ipad, PCs etc</td></tr>
</table>
Credit any other valid response.</td><td>2.1</td><td>1</td></tr>
</table>

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Question	Answer	LO's	Total marks
(b)	Define what is meant by continuous provision Response may include: **Award 0 marks** where response is not creditworthy. **Award 1 mark** for a basic definition which shows some knowledge and understanding of what is meant by continuous provision **Award 2 marks** for a good definition which shows clear knowledge and understanding of what is meant by continuous provision Responses may refer to: • Opportunities to investigate within the environment – learning continues at all times even when the child is playing • Exploring new resources and consolidating their learning • Stretch and challenging ideas and resources • Offering high quality resources to enable learner to discover new skills • Use of open-ended questioning to further ideas • Giving children time to tell us what they have done and to revisit • Allowing for continuous learning – non-stop opportunities within indoor outdoor classrooms and can be without the teacher • Active learners and core range of resources		2

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Question	Answer	LO's	Total marks
(c)	Liam is beginning to use the iPad. Identify **two** ways in which this benefits his development. **Award 1 mark** for each correct response up to a maximum of 2 marks. Responses may refer to: • Improves communication – communicate with others or expands vocabulary, increases confidence • Creative tool – Liam can use the iPad to research, investigate or play games – apps can be creative, develops his ideas and creative skills • Expands literacy skills, left to right orientation, pre-literacy skills, computer literacy • Keeps Liam stimulated • Provides entertainment for Liam • Skype – connecting with other countries • Apps for children include – reading and writing programmes such as jolly phonics, Read Write Inc, Magi Ann a'i ffrindiau. • Physical – fine marker skills, finger control, hand and eye-coordination • Supports letter formation on screen • Develops digital skills/technology • Develops problem solving skills This list is not exhaustive. Credit any other relevant response.		2

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Question	Answer	LO's	Total marks
(d)	Discuss the factors the staff at the after-school club need to consider, when planning different types of activities for the children that attend. Award up to **6** marks. **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a basic discussion which shows limited knowledge and understanding of the factors the staff at the after-school club need to consider, when planning different types of activities for the children that attend. **Award 3-4 marks** for a good discussion which shows some knowledge and understanding of the factors the staff at the after-school club need to consider, when planning different types of activities for the children that attend. **Award 5-6 marks** for a very good discussion which shows detailed knowledge and understanding of the factors the staff at the after-school club need to consider, when planning different types of activities for the children that attend. Response may refer to: • age-appropriate activities for each child or if they did not have • having relevant resources to meet the needs of all children • having adequately trained staff to further learning and development • planning staff ratios in conjunction with how many children • risk assessments, health, and safety • stimulating environments and activities – indoor and outdoor equipment and activities • must be Enjoyable • what snacks / snack times must be catered for • what technology there is available • versatility and sustainability of provision to attract more children and families This list is not exhaustive. Credit any other relevant response.	LO2 2.2	6

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Question	Answer	LO's	Total marks
3. (a)	Many children benefit from accessing clubs out of school. Identify **two** clubs available to children outside school hours **Award 1 mark** per club up to a maximum of 2. Responses may refer to: • Breakfast club • Afterschool club • Holiday clubs • Sporting clubs – gymnastics, football, tennis, swimming, rugby • Book club, IT club • Urdd • brownies/cubs/cadets • drama / theatre / dance • Youth club • Playscheme • Eco clubs	LO2 2.3	2

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Question	Answer	LO's	Total marks
(b)	Explain the positive benefits on health and well-being of children attending clubs outside of school. **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a basic explanation which shows limited knowledge and understanding of the positive benefits on health and well-being of children attending clubs outside of school. **Award 3 marks** for a good explanation which shows some knowledge and understanding of the positive benefits on health and well-being of children attending clubs outside of school. **Award 4 marks** for a very good explanation which shows detailed knowledge and understanding of the positive benefits of attending out of school clubs on health well-being and development. Response may refer to: • The development of hobbies • Language development and socialisation opportunities • Building relationships with staff and children they may not know • Understanding the needs for rules – enhances behaviour and acceptable reasoning • Having holistic needs met • Care needs met • Engaging in play opportunities in order to enhance learning even further • Building new skills and having new opportunities • May promote education aspect • Supports attachment relationships • Fitness and exercise • Opportunity for outside/outdoor activity • Part of a team/club • Challenge and new experiences This list is not exhaustive. Credit any other relevant response.		4

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Question	Answer	LO's	Total marks
4. (a)	Flying Start is a current intervention and prevention programme. State **two** ways attending a Flying Start setting can support a child`s development and well-being. **Award 1 mark** for each correct response up to a maximum of 2. • Provides quality childcare • Enhances language development – speech and language support • Promotes use of Welsh language • Helps meet holistic needs • Enhances learning experiences • Improves children's ability to achieve recognised milestones prior to going to school • Allows access to health visiting provision • Provides quality care – builds relationships • Provides support for family/carers such as parenting programmes • Improves children's life outcomes • Multi-disciplinary approach beneficial to the child • Supports positive child parent relationships – bonding attachment • Supports positive transition to school This list is not exhaustive. Credit any other relevant response.	LO3 3.1	2

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Question	Answer	LO's	Total marks
(b) (i)	Explain the impact of the United Nations Convention on the Rights of the Child (UNCRC) has on everyday practice. Award up to **4** marks. **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a basic explanation which shows limited knowledge and understanding of how the UN Convention on the Rights of the Child impact on everyday practice. **Award 3-4 marks** for a good explanation which shows some knowledge and understanding of how the UN Convention on the Rights of the Child impact on everyday practice. Responses may refer to: • Keep children safe – have correct ratios in accordance to the number of children and per square metre • Allow all children to participate in play • Allow for equal opportunities for children to engage within own culture and values • To respect children in accordance to being an individual • Allow children to uphold and promote their own rights – engage in school council • Know and understand the 54 articles in which can affect them • Ensure children are listened to and to have a voice • Ensure children can be represented if needed • Provide opportunities for learning and sharing • Ensure the child's dignity is upheld • Ensure non-discriminatory practice • Always met best interests of the child This list is not exhaustive. Credit any other relevant response.	LO3 3.1	4

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Question	Answer	LO's	Total marks
(ii)	Name **two** policies the setting must have as a result of the UNCRC. **Award 1 mark** per policy up to a maximum of 2. Response may include: • Safeguarding policy • Equality diversity and/or inclusion/ALN policy • Play policy • Language policy • Teaching and learning policy/education • Health and Safety policy • Confidentiality policy/ GDPR • Bullying policy	3.1	2

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Question	Answer	LO's	Total marks
5.	The Social Services and Well-being Act 2014 has five key principles, that need to be considered in practice. One of which is 'Voice and Control'. Name and describe **one** other key principle. **Award 0 marks** where response is not creditworthy. **Award 1 mark** a limited description which shows little knowledge and understanding of one of the key principles of The Social Services and Well-being Act 2014. **Award 2-3 marks** for a basic description which shows some knowledge and understanding of one of the key principles of The Social Services and Well-being Act 2014. **Award 4 marks** for a good description which shows knowledge and understanding of one of the key principles of The Social Services and Well-being Act 2014. **Award 5 marks** for an excellent description which shows detailed knowledge and understanding of one of the key principles of The Social Services and Well-being Act 2014. Response may refer to: • Prevention and early intervention • Well-being • Co-production • Multi agency **Award one mark for naming a key principle.** **Responses depends on which one has been chosen** **Principle 2 – Prevention and early intervention** • In accordance to listening to the person or child, prevention will determine this. • Preventing the need for care of support through early and timely intervention • Timely advice offered before families and children reach CRISIS point • Adequate support when needed • Provide information and advice in accordance to needs and putting preventative measures in • Help to be independent families/carers retain control over their lives • Reducing the need for formal care and support • Empower families/carers to produce solutions	LO3 3.1	5

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Question	Answer	LO's	Total marks
	Principle 3 – Well-being • Improving the quality of life for children, family and carers • Becoming independent – promoting independence through active involvement • Rights to wellbeing and decision making • Social services to work together in accordance to what matters to the family – listening is the key • Families and children have a responsibility for their own well-being – being healthy, happy and safe, making decisions in own community • Feeling good about life and for children to be well looked after – promoting positive outcomes • Assessing and meeting the needs of the child/family/carers **Principle 4 – Co-production** • Working together to deliver services in partnerships • Having conversations with people to make decisions • Working with services to design services • Equality of care and support – mutual contribution of needs • How best to keep people safe • Provides empowerment and or responsibilities for care **Principle 5 – Multi agency** • Act strengthens multi agency work • All services working together – no duplication • Welsh Hub for community • Right types of support given to people such as housing, leisure and education • Better quality services available This list is not exhaustive. Credit any other relevant response.		

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Question	Answer	LO's	Total marks
6. (a)	The Jones family live in a rural village in Mid Wales. They have 2 children. Idris is 14 years old and has mental health problems. Lucy is 12 years old and is doing really well in school but has little contact with her friends outside school as there is a limited bus service. Dad works long hours, leaving mum to ensure the children are provided for. Identify **two** services that could support the family. **Award 1 mark** for each service up to a maximum of 2. Response may refer to: • Family Information Service • Social Services • Tim Teulu / TAF Team around the family • Youth Services • CAMHS • GP • Mind • Relate • Health centres • Education Services • Mindfulness / well-being training providers • Families first – supports families in need • Children in Wales • Family support Wales – child and adult support • Together for children and young people programme (T4CYP) • Childline	LO4 4.1	2

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Question	Answer	LO's	Total marks
(b)	Discuss how services may support Idris's mental health and well-being. Award up to **6** marks. **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a basic discussion which shows limited knowledge and understanding of how services may support Idris' mental health and well-being. **Award 3-4 marks** for a good discussion which shows some knowledge and understanding of how services may support Idris' mental health and well-being. **Award 5-6 marks** for a very good discussion which shows detailed knowledge and understanding of how services may support Idris' mental health and well-being **Response may refer to:** • Social Services – allocating a key worker for support or making correct referrals to whom may help – suggesting appropriate activities for mindfulness – or engaging Idris in counselling to improve his mind set. Social services may work closely with a support worker form CAMHS – Finding preventions on Crisis or providing his own solution on how things may improve • Health or CAMHS support may include: In accordance to the Social Services and Wellbeing Act 2014 – listening to the individual and providing what is needed – voice and control, and placing Idris at the centre of his support • Both the above could arrange engagement activities as suggested – Getting him out of the situation - providing clubs or visits to improve mood, meet friends and build relationships • Working with services at the school • Idris to take responsibility in looking after his own mental health and identify his own needs • Making changes to how he sees things – improve outlook of audiences • Improving wellbeing – indulge in hobbies, talking to friends, identifying what is making him unhappy • Early identification and interactions of specific concerns • Promotes well-being and resilience • Provides specialist services – diagnosis and treatment • Supports emotional, behavioural or mental health difficulties This list is not exhaustive. Credit any other relevant response.	LO4 4.1	6

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Question	Answer	LO's	Total marks
(c)	State **two** barriers the family may need to overcome in order to access the services they need. **Award 1 mark** per correct response up to a maximum of 2. **Barriers may include:** • Cultural barriers, familial – attitude can have a negative impact on both children, e.g. not wanting to access any support • Psychological barriers – not meeting her friends leading to isolation • Emotional – lack of confidence, becoming isolated and developing depression • Lack of transport to local town – may become rebellious – take drugs, run away from home • Mental health impact – stigma against mental health – placing a label • Isolation – from friends and community as a result • Resources – availability of services to improve mental health • Transport issues as above • Cost implications • Financial implications • Psychological – accessing services due to fear • Time constraints • Social This list is not exhaustive. Credit any other relevant response.	LO4 4.1	2

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Question	Answer	LO's	Total marks
7. (a)	Give **two** reasons why multi-agency care is important for the well-being of children and their families. **Award 1 mark** for each correct response up to a maximum of 2. Answers may include: • The service is not duplicated but information is shared and passed onto the relevant service in order to support • Works in accordance to family needs • Best advice is given • Empowers families as they take on responsibility to improve quality of life • Avoids conflicts • Correct support is offered • Avoids crisis or family reaching crisis point • Early identification and intervention • Provides support for families • May improve attainment in education • Needs addressed more appropriately This list is not exhaustive. Credit any other relevant response.	LO4 4.2	2
(b)	When working as part of a multi-agency team confidentiality is critical. Identify **two** ways workers can uphold the General Data Protection Regulations 2018 (GDPR) when working in practice. **Award 1 mark** for each correct response up to a maximum of 2. • Only keeping information in which is relevant • Password protected data or store personal information under lock and key • Protect personal data and keep it private • Only share information with relevant stake holders • Ask for permission from required parties when sharing any personal data if it concerns them • Keep up to date and processed appropriately • Assign a key person to handle data • Obtain consent for information to be shared e.g. photos • Ensure staff have received training • Ensure data is reviewed and audited • Uphold confidentiality This list is not exhaustive. Credit any other relevant response.		2

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Question	Answer	LO's	Total marks
8.	Amy is the Additional Learning needs Coordinator at the local primary school. Part of her role is to ensure all activities are inclusive. Analyse how key stakeholders involved in the multi-disciplinary team can work with Amy to ensure all additional needs are met. Award up to **8** marks. **Award 0 marks** where response is not creditworthy. **Award 1-2 marks** for a limited analysis which shows limited knowledge and understanding of how key stakeholders involved in the multi-disciplinary team can work with Amy to ensure all additional needs are met. **Award 3-4 marks** for a basic analysis which shows some knowledge and understanding of how key stakeholders involved in the multi-disciplinary team can work with Amy to ensure all additional needs are met. **Award 5-6 marks** for a good analysis which shows good knowledge and understanding of how key stakeholders involved in the multi-disciplinary team can work with Amy to ensure all additional needs are met **Award 7-8 marks** for a very good analysis which shows detailed knowledge and understanding of how key stakeholders involved in the multi-disciplinary team can work with Amy to ensure all additional needs are met. Response may refer to: • on-going observation and assessment of the children to plan and meet any additional needs • allocating appropriate one-to-one support for the children • ensuring consistent ways of working with the children • working with parents to ensure children's' needs are catered for • utilise a child-centered approach, find out child's interests, likes and dislikes • following policies and legislation e.g. Inclusion policy, Equality Act • providing specialist equipment and resources for the children in the settings – may involve working with Occupational Therapists • sharing information with all relevant parties to make sure all are well informed — can allow for efficient and quality multi-agency working to take place • working together to ensure early identification and intervention • regular meetings (to draw on pooled expertise) from a range of agencies such as health, education, early years and anyone who's job or voluntary position puts them in contact with the child, young person or their families set specific targets for each individual child	LO4 4.2	8

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Question	Answer	LO's	Total marks
	• create IDP Individual Development Plans • work alongside parents to develop good home/school links • sharing good practice between all agencies involved and updating on progress – preventative strategy to ensure real improvement in life outcomes • set up multi-agency links e.g. work with speech and language colleagues – using specific speech and language tools, PECs picture exchange communication, Makaton, singalong. This list is not exhaustive. Credit any other relevant response.		
	Total marks		**70**

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Mapping Quick Reference Grid

Question	LO1	LO2	LO3	LO4
1. (a)	✓			
(b)	✓			
(c)	✓			
2. (a) (i)		✓		
(ii)		✓		
(b)		✓		
(c)		✓		
(d)		✓		
3. (a)		✓		
(b)		✓		
4. (a)			✓	
(b) (i)			✓	
(ii)			✓	
5.			✓	
6. (a)				✓
(b)				✓
(c)				✓
7. (a)				✓
(b)				✓
8.				✓

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Mapping Document: Understanding Children's Care, Play, Learning and Development: must be completed for every paper

Learning Outcomes	Assessment Criteria	Winter 2023	Question No.	No of marks	Total marks per LO And %weighting	Minimum range marks per LO And %weighting
The learner will:	The learner can:					
LO1 Stages and general patterns of physical, intellectual (cognitive) language, emotional and social development in children from conception to 19 years	**AC1.1** stages and general patterns of physical growth and development	✓	**1. (a)**	**3**	**17**	**14-17 marks** **20-25%**
	AC1.2 stages and general patterns of intellectual (cognitive) development					
	AC1.3 stages and general patterns of language development	**paper 1**				
	AC1.4 stages and general patterns of emotional development	✓	**1. (b)**			
	AC1.5 stages and general patterns of social development	✓	**1. (b)**	**6**		
	AC1.6 the holistic nature of development 0-19 years	✓	**1. (c)**	**8**		
LO2 How learning environments can assist and support children's health, well-being, development and needs from 0-19 years	**AC2.1** how environments and resources can assist children's holistic development	✓	**2. (a) (i)** **2. (a) (ii)** **2. (c)**	**1** **1** **2**	**18**	**17-21 marks** **25-30%**
	AC2.2 factors to be considered when planning activities and the environment for children at different stages of development, in different childcare settings	✓	**2. (b)** **2. (d)**	**2** **6**		
	AC2.3 the influence that different education and childcare settings may have on a child's development	✓	**3. (a)** **3. (b)**	**2** **4**		

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Learning Outcomes	Assessment Criteria	Winter 2023	Question No.	No of marks	Total marks per LO And %weighting	Minimum range marks per LO And %weighting
LO3 The impact of legislation in relation to all types of children's play, learning and development settings in Wales.	**AC3.1** the value and impact of legislation, regulations, policies and current government initiatives in Wales	✓	**4. (a)** **4. (b) (i)** **4. (b) (ii)** **5. (a)**	**2** **4** **2** **5**	**13**	**10-14 marks** **15-20%**
LO4 The role and value of the social care, education and health services available in Wales to support with children's care, health, well-being and development needs	**AC4.1** the role and benefit of services that are accessed by children and their families/carers to support health and well-being	✓	**6. (a)** **6. (b)** **6. (c)**	**2** **6** **2**	**10**	**19-23 marks**
	AC4.2 how children (and their family/carers) living with a range of conditions and / or additional needs, can be supported by key stakeholders	✓	**7. (a)** **7. (b)** **8.**	**2** **2** **8**	**12**	**28-33%**
			Total marks	**70**	**70**	

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Assessment requirements

Question	Mark allocation	(a)	(b)	(c)	Question type / Command verbs
1. (a)	3	✓			Complete a chart-Identify
(b)	6		✓		Explain
(c)	8			✓	Analyse
2. (a) (i)	1	✓			Name
(ii)	1				State
(b)	2		✓		Define
(c)	2		✓		Identify
(d)	6	✓			Discuss
3. (a)	2	✓			Identify
(b)	4		✓		Explain
4. (a)	2	✓			State
(b) (i)	4		✓		Explain
(ii)	2	✓			Name
5.	5	✓	✓		Name and Describe
6. (a)	2		✓		Identify
(b)	6		✓		Discuss
(c)	2				State
7. (a)	2	✓			Give
(b)	2	✓			Identify
8.	8			✓	Analyse

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