EXAMINERS' REPORTS

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

UNIT 216 - Understanding Children's Care, Play, Learning and Development

JANUARY 2023

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

Level 2

January 2023
UNIT 216

General Comments

Questions in this paper were in line with previous series. The content presented a range of question types covering the content of Unit 216 as set out in the specification. The question types provided a range of lower and higher tariff questions across the content of the unit. The questions tested the learner's ability to use their knowledge and understanding of Unit 216 as a whole.

Some learners attempted to apply knowledge and demonstrate understanding in most of the answers presented. Questions were generally attempted with understanding although there were some clear gaps in knowledge, specifically in the areas of legislation and policy. There was also limited evidence of understanding of developmental ages and stages, in particular the expected development of babies.

Examiners were reminded of the positive marking guidance and as a result a range of marks were applied.

Several additions/changes were made to the mark scheme during conference, this contributed to positive marking.

Only a limited number of learners attempted to answer all questions whilst leaving some questions blank. This was particularly evident at question 5 where learners were asked to name and describe a key principle of The Social Services and Well-being Act 2014.

Some learners listed or used bullet points where the response required a describe or a discuss and although this supported their demonstration of knowledge and understanding for the lower bandings it limited access to the higher bandings as the command verbs were not observed appropriately and in line with requirements.

Advanced information had been made available due to the blended learning experience of learners. Some centres indicated good use of this information allowing learners the opportunity to gain valuable marks at some of these questions. However, it appeared that not all of this Advanced Information had been utilised to full advantage.

This was particularly evident at Question 4,5 and 6 where Advanced Information had been provided for outcome 3.1 and 4.1 of the specification. Answers here were poor with numerous non attempts or limited responses.

Once again there was evidence to suggest that learners do not always consider riders and/or questions carefully. This then results in inappropriate responses often resulting in 0 marks achieved.

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Number of Entries:

Welsh - 1
English - 341
Paper scripts - 198
E-Assessment - 144

Comments on individual questions/sections

Q.1 (a) Although many learners were able to input a correct answer, it was surprising to see the lack of understanding of aspects of physical development resulting in 0 marks awarded.

Q.1 (b) Some learners were able to give a clear response and remain focussed on the question in relation to the age of the baby linked to social and emotional development. Others showed limited understanding and focussed on the development of physical skills. This approach limited the number of marks awarded. Some responses indicated very limited knowledge and understanding of babies.

Q.1 (c) This question required an analysis how areas of development can interlink when children take part in creative activities. Some learners were able to develop an analysis based on general holistic development in relation to a broad range of activities allowing awarding of some lower band marks. However, there were missed opportunities where many learners failed to observe the question requirements based on creative activities.

Q.2 (a) A two part question with the opportunity to gain 2 marks for a name and state response. A range of responses were offered and positive marking allowed most learners to gain full marks. Some learners did not observe the question requirements regarding an indoor activity and therefore lost the opportunity of these easily obtainable marks.

Q.2 (b) Learners were required to define the meaning of continuous provision. Although clearly indicate within Learning Outcome 2 of the specification there was limited evidence of knowledge and understanding in many of the responses.

Q.2 (c) Although an identify question many of the one-word responses offered did not meet the question requirements. Learners were asked to identify ways in which using an iPad benefits development, marks were not awarded where “Language or Physical” was given as an answer.

Q. 2 (d) A 6-mark question here allowed the learner the opportunity to develop a discussion and gain higher band marks. Many learners were able to show very good knowledge and understanding of planning whilst developing their response into a very good discussion gaining higher band marks. Others, however, missed the opportunity by providing a bullet pointed list.

Q.3 (a) The majority of learners were able to gain full marks for this question where a range of appropriate clubs were identified. Some learners lost marks where responses referred to creche or pre school groups, this did not comply with question requirements where the wording included out of school or outside of school hours was used.

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Q.3 (b) Some very good responses were given here. Many learners were able to develop an explanation as required and therefore gain a range of middle and top band marks.

Q.4 (a) Some learners were able to show understanding of how Flying Start supports development whereas others focused on services offered. Positive marking allowed learners to gain valuable marks here. Following discussion at conference and discussion with the Principal Examiner the credit any other valid response was utilised appropriately in favour of the learners.

Q.4 (b) Most learners were able to show some understanding of the UNCRC and gain some marks. Few were able to link responses to practice in line with question requirements and therefore, marks awarded were mainly from the lower bands. Examiners were concerned at the limited understanding of policies in relation to the UNCRC and the number of learners who were not able to identify a policy of any kind.

Q.5 A 5-mark question which had been given Advanced Information. It appeared that limited use of the advanced information had been made. The majority of learners made no attempt at this question and where a response was made it was clear there was no understanding of the content of The Social Services and Well-being Act 2014 A very small minority of learners were able to name a key principle and gain 1 mark there was very little development at the second part of the question further marks to be awarded. It was apparent that some learners had not read the question properly, " Voice and Control" had been given in the rider but some learners chose to put this as their answer.

Q.6 (a) Many learners were able to gain the full 2 marks available at this question. Most learners were able to identify services to support the family described in the rider. Examiners were able to add to the already extensive list in the mark scheme allowing marks to be awarded. Some learners identified Flying Start as a service, marks were not awarded for this response based on the ages of the children described in the rider.

Q.6 (b) Advanced Information had been given to centres to support revision of services available to children and young people and their families. Only some learners were able to develop a discussion of the support provided in relation to mental health and wellbeing. Those learners who specifically mentioned CAMHS or Social Services were able to gain higher band marks.

Q.6 (c) Many learners gained a full two marks for this question for which Advanced Information had been provided. There were those who lost marks due to providing an alternative answer to that required e.g. some learners responded with methods of overcoming barriers as opposed to what the barrier might.

Q.7 (a) A two mark question requiring the learner to give two reasons why multi-agency care is important for the well-being of children and their families. A range of responses were presented though all were mostly based on the needs of children. It would have been good to see the range extended to include, non-duplication of services, avoids crisis or early identification and intervention. This would ensure learners are understanding this topic in it's entirety.

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Q.7 (b) As with the previous question responses were limited. The majority of learners focussed on the storage of information, and although this was a valid response gaining marks it is important that learners are aware of the General Data Protection Regulations in all areas of practice. Some learners lost marks where they suggested the importance of not sharing information with others.

Q8 A high tariff question giving learners an opportunity to gain up to 8 marks. There were some good overall responses where learners were able to identify stakeholders and develop an analysis through providing practical links and ideas. Unfortunately, numerous learners lost marks where they referred to Amy as the person/child needing extra support as opposed to the Additional Needs Co-ordinator as described in the rider.

Recommendations to centres

Based on candidate performance in this paper centres are offered the following advice for future reference:

- Learners should be encouraged to read question content carefully and follow the instructions given, particularly where a rider has been provided to support the response. This is particularly important where an age has been identified.

- Learners should be reminded of the age range for this qualification and again take note of any age specified in the question or rider. Reference to own practice can enhance a response but marks can be lost where a specific age range is mentioned in a question for example Question 1b which refers to a 1 month old baby. Learners should be aware that babies of this age do not sit and play with other babies. Centres should be mindful of the need to deliver content relating to 0-19 years.

- Please remind learners that where continuation sheets are used these should be clearly signposted. Marks cannot be awarded where it is not clear to an examiner which question response they are reading.

- It is important that learners attempt all questions. An attempt, however minimal, may gain a vital mark which makes a difference to the overall result.

- Detailed sector specific terminology is contained throughout Unit 216. This terminology will appear in questions in various papers. It is therefore imperative that learners familiarise themselves with the wording and understand its meaning. Particular attention should be paid to legislation and, regulations, policies and current government initiatives.

- Guidance on exam technique should form part of revision sessions. Learners should be encouraged to read through the paper and plan the time needed for specific questions. Revision sessions could also encourage learners to pay attention to specific wording for example Question 6c where identification of barriers was required not an explanation of how to overcome a barrier.

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- Revise the meaning and importance of the command verbs. These words form a guide as to what the response requires. Good use of these verbs when developing answers enables awarding of higher band marks.

- WJEC offers centres the opportunity to complete the examination using online assessment, which could benefit some candidates. This also allows students to write more if they have very large handwriting without using continuation pages, therefore their responses may be more readily extended which could allow candidates to access / gain more marks.
  Contact e-assessment@wjec.co.uk for more information on trialling the on-line examination.

- Centres should also be mindful when packaging scripts and ensure to place them in order of the list as per the submission sheet. This will enable the examiner to check papers and avoid any error.

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