



Level 3 Examiners' Report



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

Unit 330 and Unit 331

Summer 2024

Introduction

Our Principal Examiners' report provides valuable feedback on the recent assessment series. It has been written by our Principal Examiners and Principal Moderators after the completion of marking and moderation, and details how candidates have performed in each unit.

This report opens with a summary of candidates' performance, including the assessment objectives/skills/topics/themes being tested, and highlights the characteristics of successful performance and where performance could be improved. It then looks in detail at each unit, pinpointing aspects that proved challenging to some candidates and suggesting some reasons as to why that might be.¹

The information found in this report provides valuable insight for practitioners to support their teaching and learning activity. We would also encourage practitioners to share this document – in its entirety or in part – with their learners to help with exam preparation, to understand how to avoid pitfalls and to add to their revision toolbox.

Further support

Document	Description	Link
Professional Learning / CPD	WJEC offers an extensive programme of online and face-to-face Professional Learning events. Access interactive feedback, review example candidate responses, gain practical ideas for the classroom and put questions to our dedicated team by registering for one of our events here.	https://www.wjec.co.uk/home/professional-learning/
Past papers	Access the bank of past papers for this qualification, including the most recent assessments. Please note that we do not make past papers available on the public website until 12 months after the examination.	Portal by WJEC or on the WJEC subject page
Grade boundary information	Grade boundaries are the minimum number of marks needed to achieve each grade. For unitised specifications grade boundaries are expressed on a Uniform Mark Scale (UMS). UMS grade boundaries remain the same every year as the range of UMS mark percentages allocated to a particular grade does not change. UMS grade boundaries are published at overall subject and unit level. For linear specifications, a single grade is awarded for the subject, rather than for each unit that contributes towards the overall grade. Grade boundaries are published on results day.	For unitised specifications click here: Results, Grade Boundaries and PRS (wjec.co.uk)

¹ Please note that where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

Exam Results Analysis	WJEC provides information to examination centres via the WJEC Portal. This is restricted to centre staff only. Access is granted to centre staff by the Examinations Officer at the centre.	Portal by WJEC
Classroom Resources	Access our extensive range of FREE classroom resources, including blended learning materials, exam walk-throughs and knowledge organisers to support teaching and learning.	https://resources.wjec.co.uk/
Bank of Professional Learning materials	Access our bank of Professional Learning materials from previous events from our secure website and additional pre-recorded materials available in the public domain.	Portal by WJEC or on the WJEC subject page.
Become an examiner with WJEC.	We are always looking to recruit new examiners or moderators. These opportunities can provide you with valuable insight into the assessment process, enhance your skill set, increase your understanding of your subject and inform your teaching.	Become an Examiner WJEC

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Executive Summary

UNIT 330

The format, style and question types in this paper are in-line with previous papers and similar to those used in the Sample Assessment Materials (SAMs) paper, there were no unexpected questions, and the candidates responded well to the questions throughout the paper. The question types provided a range of lower and higher tariff questions across the content of the unit 300 specification. The questions tested the candidate's ability to use their knowledge and understanding of the principles and theories of topics 1-5.

The examination was completed with the majority on-line and through paper copies. The responses provided were generally clear and legible and examiners were able to understand the format of the text, some candidates wrote in very large text, and many made use of additional sheets to complete their response. Some candidates provided additional notes although crossed out their answers, which examiners could not then provide any marks for even if the response is correct. The questions were accessible to the majority of candidates although the theorist question (9) on the Rudolf Steiner approach linking to topic 5 criteria 5.1 was left unanswered for some centres as a whole, as candidates had no knowledge to respond.

The timing of the paper was gauged well as the majority of the candidates responded well and provided clear well-informed detail to all questions provided. Responses to the questions are improved through the opportunity to type rather than write by completing their examination paper online. This opportunity helps to engage candidates to provide greater clarity to their discussions and to amend and review their answers prior to final submission. Many candidates benefit through being able to type rather than write their answers, and to have expanded space for their responses.

Areas for improvement	Classroom resources	Brief description of resource
Learners need to understand childhood theories and how to apply to examination questions	To support teaching of the childhood theorists within the qualification specification. Use of topic areas teaching resources with the teacher guidance handbook on the WJEC website Health and care, learning Wales website	The teaching guidance resource provides lesson plans to use within each lesson and to ensure all areas of content are covered and taught to support specification content and examination expectations.
Learners need to understand the purpose of role of professionals involved in childcare	The teacher guidance resource and also the mapping documents provide excellent supportive classroom planning and guidance.	The mapping document clearly indicates each area and resource that can be shared with learners to support classroom teaching and understanding, and also help to support revision in readiness for their exam.

UNIT 331

The extended investigation of current issues in children's care, play, learning and development in Wales requires learners to investigate a contemporary issue for the sector selecting one of the following topics to research:

Topic 1 Engaging in a range of individual, group and team activities can support a child's holistic development.

Research how leisure and play environments can support a child's holistic development.

Topic 2 Government approaches and initiatives aim to make significant improvements for children now and in the future.

Research how the varied initiatives, guidance and/or learning approaches impact on children's care, play learning and development.

This unit requires candidates to demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to children's care, play, learning and development settings and contexts, and apply knowledge and understanding to analyse evidence-based practices (their own and those of others) within children's care, play, learning and development. Candidates are required to research and evaluate theories and practice that relate to children's care, play, learning and development and reflect on how they can influence practice.

Candidates are required to undertake independent research using a range of resources to investigate your chosen topic and focus areas and will need to collect adequate and reliable evidence in preparation for the completion of the tasks.

Principle Examiner key points:

Candidates generally addressed the tasks with knowledge and understanding of the expectations and structured their investigation appropriately although there were significant differences in the level of research provided based on the chosen task. Candidates generally expressed a good level of detail in their writing and provided varied responses showing knowledge and understanding.

Often candidates have completed their tasks and focus areas based on centre guidance and class set task without candidate's personal choice. The unit 331 investigation should be completed based on a candidate's individual choice and completion based on an individual candidate's research into a subject area of their choosing, allowing for the expression of opinion, viewpoints, personal consideration and practical experiences to have the freedom of choice for their task and focus areas.

The examination marking process requires a set structure to ensure clarity and clear consideration of mark boundaries by the examination team and are key areas for future practice, teaching and learning relating to the structure of the investigation. The following key areas will support clarity and effectiveness of the extended investigation and enable candidates to access the range of marks available.

- Title and topic choice to be clearly indicated on first page of paper to ensure there is clarity of the task boundaries.
- Candidate centre number, candidate number and page numbers need to be placed on each page submitted.
- Tasks 1, 2, 3, 4, 5, 6 must be clearly labelled to identify task boundaries, work cannot be marked without clear task identification.
- Candidates cannot include links for further information, survey or questionnaires as they are outside the boundary of the mark scheme. Any further information gained from research must be discussed with the set tasks.
- Observe the evidence required including consideration of the emboldened '**must** include or **could** include' to ensure good coverage of the mark scheme
- Discussions of laws, legislation and frameworks must relate to Wales and be referenced appropriately.
- Reference lists should be provided at the end of the whole investigation.
- The Harvard referencing style is the appropriate choice for referencing.
- Centres should allow for individuality in the investigation completion.
- Word count stated clearly excluding reference and bibliography list.
- Word count should not exceed 5500, tasks over this allowance will not be marked.
- The topic focus area is central to their whole investigation. The assessment paper is marked as a whole and must link to topic choice throughout each task.
- Presenting material copied directly from books or other sources without acknowledgment will be left unmarked.
- Candidates need to avoid the use of tables and bullet points.
- Proformas should be avoided, the unit 331 examination paper is the main source of guidance for successful completion.
- Word documents are required to be uploaded by centres rather than pdf documents.
- Candidates should only take on areas of discussion that they are able to discuss effectively as an individual choice rather than a centre choice.
- Tasks should be written from the candidate's perspective and written in the first person, describing feelings and events from their viewpoint.
- Timesheets need to be completed as stated and totalled with number of hours
- Candidates should choose an small number of focus areas within their chosen topic that are specific and realistic to complete within the investigation word count
- Simplified proformas with alternative questions should be avoided as evidence areas are often not included.

Areas for improvement	Classroom resources	Brief description of resource
Projects should be clearly labelled for each task.	The use of past papers on the WJEC Health and care, learning Wales website to provide learners with the knowledge of the exam papers and, the types of topics and the methods of structuring research within each task to meet the evidence required.	Tasks are structured in a clear methodical structure, completing mock paper with set tasks prior to the exam will support the understanding of task structuring and the importance of stating the tasks in readiness for external exam marking.
Learners should apply focus areas outlined in task 1 throughout all tasks within the project	Use exemplar papers on the WJEC Health and care, learning Wales website to provide learners with a clear understanding of the individual investigation task structure and methods of research to complete the evidence areas.	The exemplar papers are aimed to support learners working at various levels to have an understanding of the expectations to gain a pass, merit or distinction, and an understanding of the task structure within the investigation.

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

Level 3

Summer 2024

UNIT 330: PRINCIPLES AND THEORIES THAT INFLUENCE CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT IN THE 21ST CENTURY IN WALES

Overview of the Unit

The format, style and question types in this paper are in-line with previous papers and similar to those used in the Sample Assessment Materials (SAMs) paper, there were no unexpected questions, and the candidates responded well to the questions throughout the paper. The question types provided a range of lower and higher tariff questions across the content of the unit 300 specification. The questions tested the candidate's ability to use their knowledge and understanding of the principles and theories of topics 1-5.

The examination was completed with the majority on-line and through paper copies. The responses provided were generally clear and legible and examiners were able to understand the format of the text, some candidates wrote in very large text, and many made use of additional sheets to complete their response. Some candidates provided additional notes although crossed out their answers, which examiners could not then provide any marks for even if the response is correct. The questions were accessible to the majority of candidates although the theorist question (9) on the Rudolf Steiner approach linking to topic 5 criteria 5.1 was left unanswered for some centres as a whole, as candidates had no knowledge to respond.

The timing of the paper was gauged well as the majority of the candidates responded well and provided clear well-informed detail to all questions provided. Responses to the questions are improved through the opportunity to type rather than write by completing their examination paper online. This opportunity helps to engage candidates to provide greater clarity to their discussions and to amend and review their answers prior to final submission. Many candidates benefit through being able to type rather than write their answers, and to have expanded space for their responses.

Comments on individual questions/sections

1. Communication is vital for children's development in the early years. Suggest how parents/carers can support children in developing speech and language during day-to-day activities.

Candidates were able to respond to this question with clarity of speech and language development and also provide a range of examples to support their suggestions. This question provided a low-level response requirement which enabled candidates to begin their exam with an expression of development within speech and language and the importance of communication through everyday experiences and activities. Candidates provided a range of ideas and expressed clear knowledge and understanding on the basics of speech development and the role in which parents/carers play to support a firm source of support and guidance. There were also suggestions to support children with difficulties in developing speech and language such as using sign language, PECs and developing resources to enable ALN children to gain the key skills of communication. Many candidates were able to provide a range of learning opportunities through routines and meeting care needs throughout the day, such as at mealtimes, bath times, when doing routine household chores and playing. Candidates were able to gain high level marks for good clear suggestions of how adults support children in speech and language.

2. Designed to Smile is a national child oral health improvement programme in Wales. Describe the services provided to improve the oral health of children.

Candidates were able to describe their understanding of the Designed to smile programme and what it entails, there was clear knowledge shown of the role of the oral healthcare staff and how they interacted with children in early years settings and schools. Candidates were able to reflect on the toothbrushes and toothpastes provided as part of the programme and discussed the value of fluoride varnish programme to protect children's teeth. Candidates discussed the activities and songs that the oral health team would use to engage children and the process which then follows in settings based on the designed to smile intervention. Candidates discussed the positive aspects of the programme and the improvements made now and through the continued education of oral health education.

3. Positive behaviour approaches support everyday practice in a range of different settings.

- (a) Explain the impact of positive reward schemes on a child's behaviour

This question developed a range of responses of behaviour strategies and reward approaches used in early years settings and schools. the majority of these responses were based on candidate experiences which working with children and professional staff in practice. The recognition of support and enabling children to learn through positive experiences were evident. Good clear explanations of the types of rewards used and there was firm knowledge and understanding of the reasons why rewards would be given. A range of rewards included stickers, charts, team/class rewards, certificates and online records which are shared with parents/carers.

- (b) Examine the value of adult-child interactions to support positive behaviour in children

This question forms the continuation of 5 (a) and enables further discussion of the candidate's role and the role of other adults when encouraging and supporting positive behaviour. Question 5 (b) provided an opportunity to examine the value of positive role models and social interactions with children. The majority of candidates were able to explain the importance of developing positive relationship with children through the use of positive praise and encouragement.

4. The Welsh Government screening programme promotes health and well-being.

- (a) Outline the value of routine screening carried out as part of ante-natal care during pregnancy.

Candidates were able to express a good outline of the value of routine screening carried out as part of ante-natal care during pregnancy. Candidates outlined routine checks such as the weight and height of the mother and the value of monitoring the care of the mother with blood test for conditions such as pre-eclampsia and anaemia. A significant number of candidates were able to relate well to the varied infections that can harm the mother and unborn child, outlining the value of tests to check for hepatitis B, sickle cell and rhesus disease. Overall, this question was responded to well clear and well-informed information showing a firm understanding of screening programmes to promote health and well-being.

- (b) Summarise the impact of early identification of health or developmental concerns.

Candidates provided a firm summary of the impact of early identification of health or developmental concerns and discussed how early intervention such as health needs or developmental delays can improve outcomes in the future. There were firm discussions relating to how early intervention can provide greater support and help families to come to terms with what outcome of health or capabilities may be ahead for their child and family, and how early intervention can provide time to process, therefore improving family support, mental health and help to reduce anxiety. Candidates summarised the impact of late intervention causing slower responses affecting long term progress and educational progress. Candidates were able to show good knowledge and understanding of this topic area within their responses.

5. Supporting and challenging children with additional needs is significant in promoting development and individual goals/targets.

(a) Identify a range of activities/resources to support development of children with sensory impairments.

Candidates were able to provide a vast range of activities/resources to support the development of children with sensory impairments. Some responses included tactile play resources, sand and water trays, feely bag, mud kitchen and music and candidates were able to explain how their activities or resources can be used to support the sensory development. Some candidates only responded to the first part of the question and provided a list, although the response required further discussion to link to supporting the development of children with sensory impairments, such as stating how sand can benefit this area of development. Overall, the responded were clear, well addressed and were awarded highly.

(b) Suggest how childcare workers can support and challenge children with sensory impairments.

Question (b) requires a continuation response based on supporting and challenging children with additional needs as a follow on from question 5 (a). The majority of candidates were able to provide clear and well addressed suggestions of how childcare workers can support and challenge children with sensory impairments. Candidate's suggestions reflected well to their practice experiences and often examples were used to provide a clear insight into their point of discussion with their suggestion. Some suggestion related to the environment and how childcare workers can try to reduce the noise of the classroom or position the child differently for focused activities. Responses also related to clear communication and using the child's name frequently to ensure they know they are being spoken to, also the use of varied supportive resources and tools such as Makaton or PECs. Overall, the responses were varied and provided a good range of responses.

6. Health care professionals support children in various settings.^[1]_[SEP] Examine the role of the school nurse in promoting child health throughout childhood.

Candidates were able to respond positively to this health care role question through relating to personal and professional experiences. There were consistent areas addressed clearly examining the role of the school nurse completing varied elements of the child measurement programme, vaccinations and providing screening assessments. Candidates were able to discuss how the school nurse promotes child health throughout childhood as part of their role, and the emphasis of health advice, information and guidance were some of the varied areas included within the responses. Candidates were able to clarify how the school nurse provides advice relating to healthy lifestyles, changes in adolescence and puberty. Clear responses were provided and the candidates were able to access the full range of marks awarded through their varied responses, showing a good level of knowledge and understanding.

7. Describe the role of the Additional Needs Coordinator (ANCo/ALNCo) in supporting children's learning and holistic development.

This question provided an opportunity for a good flow of discussion on the role of the Additional Needs Coordinator and candidates were able to describe the role and how it supports children's learning and holistic development. Many candidates addressed this question from their own experiences and working alongside the ALNco in practice which was very positive to read and shows professional and practical understanding of the role. Candidates described how the ALNco works to achieve the best outcomes for children and young people with ALN in the setting, describing the role through the implementation of the legislative framework, The Additional Learning Needs and Educational Tribunal (Wales) Act 2018 and the aim to achieve early identification and support for children and young people with ALN. Candidates reflected on the process of preparing individual development plans (IDP) and one-page profiles to provide an inclusive and supportive environment which is tailored to the needs of the individual. Candidates described the support the role provides to parents/carers on advice and information, and for staff to plan and co-ordinate lessons to meet learners needs. There were some incidences where candidates mistakenly described other staff roles or only provided a basic response of the role, although the vast majority were able to provide a clear and well informed description.

8. Gabriella is four years of age. She has difficulty in language development and has a stammer. Consider the support that can be provided for Gabriella through the allied health professionals (AHP).

This question required candidates to consider what support the allied health professionals (AHP), can provide for a child with language development. Candidates were able to identify clearly that a speech and language therapist would be the best source of support for a child with difficulty in language development and has a stammer. There was consideration for the types of support that can be provided, such as assessing the Gabriella's needs, meeting with Gabriella frequently to build a relationship of trust and supporting the parents with helping Gabriella at home. Candidates stated the importance of working with other professionals such as the family GP and schoolteachers to ensure communication of need is clear and a consistent approach is care is provided. Support considered included picture flashcards, PECs the use of sign language and providing resources at home and at school. Some candidates also considered the emotional support that Gabriella may need as she may not be meeting her goals or targets at school or at home and this may affect her self-esteem. Overall this question was responded to well and a firm considerations to the support that Gabriella's needs were addressed and awarded highly.

9. Assess the relevance of the Steiner spiritual approach in informing practice in current childcare settings.

This question proved to be challenging to many candidates as they had little or no knowledge of the Steiner approach, therefore they were unable to respond appropriately. Although, candidates with a good knowledge base of the Steiner approach were able to refer to a wide range of discussion points based on how the Steiner approach has influenced current practice in childcare settings. There was a good level of understanding the opportunities for self-initiated play through real experiences and activities such as cooking and gardening. Also, assessing the relevance of learning experiences such simple toys and having consistent and predictable days for good daily routines. Candidates expressed good knowledge of the Steiner approach and how it has informed practice through reducing noisy environments and having quiet areas, exposure to nature, outdoor spaces and supporting spiritual needs and feelings such as safety, security and self-esteem.

10. As part of curriculum planning, discuss a range of suitable activities to engage children in learning experiences on the topic of insects and wildlife.

Candidates discussed a wide range of suitable and effective activities that could be used in settings to engage children in developing an understanding appreciation of insects and wildlife. candidates also reflected on experiences which they have had in work placement which they have participated in such as wildlife gardens and creating habitats. Also, a range of activities to develop an understanding of the life cycle of creatures and insects, stories, songs and rhymes and using magnifying glasses, bug boxes and mini beast surveys and charts. Some excellent responses were provided which developed into firm discussions on the topic area.

11. The eco-schools programme ensures every child can develop knowledge and understanding on how to improve their school and local environment. Reflect on the opportunities for learning through ethical, sustainable, and ecological experiences.

Candidates were able to reflect on a range of ethical strategies within schools to improve the environment, community and to support protecting their local areas for long term change. Candidates were able to discuss whole school led activities such as litter picking, planting in school grounds, and developing a greenhouse growing projects. there were good discussions relating to reducing waste, sustainability, and recycling in school and at home. There was less discussion relating to ecological issues such as educating children on the impact of pollution, looking after our oceans, and reducing climate change for the future.

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

Level 3

Summer 2024

UNIT 331: INVESTIGATING CURRENT ISSUES IN CHILDREN'S CARE, PLAY, LEARNING AND DEVELOPMENT IN WALES

Overview of the Unit

The extended investigation of current issues in children's care, play, learning and development in Wales requires learners to investigate a contemporary issue for the sector selecting one of the following topics to research:

Topic 1 Engaging in a range of individual, group and team activities can support a child's holistic development.

Research how leisure and play environments can support a child's holistic development.

Topic 2 Government approaches and initiatives aim to make significant improvements for children now and in the future.

Research how the varied initiatives, guidance and/or learning approaches impact on children's care, play learning and development.

This unit requires candidates to demonstrate knowledge and understanding of a range of key concepts, values and issues that are relevant to children's care, play, learning and development settings and contexts, and apply knowledge and understanding to analyse evidence-based practices (their own and those of others) within children's care, play, learning and development. Candidates are required to research and evaluate theories and practice that relate to children's care, play, learning and development and reflect on how they can influence practice.

Candidates are required to undertake independent research using a range of resources to investigate your chosen topic and focus areas and will need to collect adequate and reliable evidence in preparation for the completion of the tasks.

Principle Examiner key points:

Candidates generally addressed the tasks with knowledge and understanding of the expectations and structured their investigation appropriately although there were significant differences in the level of research provided based on the chosen task. Candidates generally expressed a good level of detail in their writing and provided varied responses showing knowledge and understanding.

Often candidates have completed their tasks and focus areas based on centre guidance and class set task without candidate's personal choice. The unit 331 investigation should be completed based on a candidate's individual choice and completion based on an individual candidate's research into a subject area of their choosing, allowing for the expression of opinion, viewpoints, personal consideration and practical experiences to have the freedom of choice for their task and focus areas.

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- Proformas should be avoided, the unit 331 examination paper is the main source of guidance for successful completion.
- Word documents are required to be uploaded by centres rather than pdf documents.
- Candidates should only take on areas of discussion that they are able to discuss effectively as an individual choice rather than a centre choice.
- Tasks should be written from the candidate's perspective and written in the first person, describing feelings and events from their viewpoint.
- Timesheets need to be completed as stated and totalled with number of hours
- Candidates should choose an small number of focus areas within their chosen topic that are specific and realistic to complete within the investigation word count
- Simplified proformas with alternative questions should be avoided as evidence areas are often not included.

Comments on individual questions/sections

Task 1

Write an introduction to your extended investigation.

Outline:

- the main focus; areas you have chosen to research in relation to your selected topic
- why you have selected the topic and the focus areas; you may wish to refer to personal interest, taught content, sector engagement and work placement the methods of research that you have used
- sources used as part of investigating the topic and focus areas

This task requires a focused introduction to the whole extended investigation. Focus areas should be clearly identified and central to chosen topic. One or two focus area should be identified with reasons for choice which may be based on personal/practical experiences within a work setting or learning environment which have raised interest and awareness to prompt further investigation. The focus areas need to be limited to ensure that the specific focus areas can be considered and evaluated thoroughly through the varied method of research involved through the whole process. Stating the evidence of research and chosen reading should be clearly identified.

Many candidates provided a range of evidence to support their research and referenced their sources appropriately to support their investigation. Candidates often linked to specific legislation and specific books or websites and then explained why further research in this area would benefit their investigation. Overall, this approach supports a firm understanding of the topic area and sets out the task 1 introduction well.

Candidates generally provided clear identification of the chosen topic area (topic 1 or topic 2) with a well-rounded introductory focus into the reasons for choice and the areas to be focused on as part of the main body of research. Candidates expressed a good range of topic areas to be focused on for in depth discussion, which will form a thread of discussion throughout the whole investigation. Often candidates chose either numerous topic focus areas or very broad topic focus areas and were unable to for fill a clear overview of the areas to be focused on. This resulted in a brief overview which lacked clarity of the evidence areas, although candidates with firm key areas and specific goals of research were able to be more focused on their reasons for choice and able to link to experiences and personal learning. Many candidates are not producing an overview of the sources used as part of the investigation and their value or use.

Task 2

Discuss how your selected topic and focus areas support children's care, play, learning and development.

Your evidence **must** include:

- how the focus areas support (positively or negatively) children's care, play learning and development
- a variety of viewpoints including your own and/or those of others
- appropriate examples from theory and/or practice to support your discussion
- how relevant theory/legislation or frameworks (as appropriate) have impacted on the topic and focus areas
- traceable references or quotes to support evidence

Candidates are required to show an understanding of theory/frameworks or legislation in relation to focus areas and apply this to practice. Positive and/or negative points should be considered as well as their own viewpoint with consideration to the thoughts of others, this might include work placement and practice observed during work placement experience which can be used to support viewpoints. Include appropriate and relevant theory, legislation or frameworks which will support the discussion. Candidates need to include effective use of relevant referencing.

Candidates generally provided a good range of discussions for this task and identified a range of evidence areas to be focused on. Topic 2 generally offered the development of different viewpoints and an opportunity for positive or negative reflection of their focus areas, and some included the reflections of practical experiences within their discussion. Generally candidates remained focused on the areas they set out within task 1. Some candidates were unfocused on their choices and did not identify the current schemes, initiatives and/or programmes which the whole investigation would be based on.

Candidates provided a good range of areas and areas of discussion for task 2. There was clear evidence in the responses of the research undertaken with firm links to appropriate examples in practice and focused reflections of work-place experiences. Generally, candidates remained focused on the areas they set out within task 1 and were able to express how theory, legislation or frameworks have been impacted on their chosen topic and focus areas. Some areas for improvement would be a greater focus on the evidence area variety of viewpoints, this helps to link to practice and personal experiences and greatly enhances the whole discussion when used well, and this was seen in a great number of papers within this series.

Task 3

Evaluate how the values and principles that underpin your selected topic and chosen focus areas are used in practice to support children’s care, play, learning and development.

Your evidence **could** include reference to:

- effective communication
- teamwork and collaborative working
- equality/inclusion/diversity
- freedom to participate
- children’s rights being upheld
- professional skills or any other as appropriate.

This tasks focus is to evaluate a range of values and principles. Evaluation could be developed through knowledge gained as part of taught content and examples from practice. Candidates were able to consider a range of discussions relating to practice and included clear points to meet the list of evidence that could be included, such as the importance of effective communication, teamwork, and professional skills.

Topic 1 and Topic 2 provided good discussions around the focus areas relating to how theories can support knowledge and understanding of behaviour and how current schemes, initiatives and/or programmes can promote health and well-being. Candidates were able to provide good links to the values and principles of their selected topic and chosen focus areas which are used in practice to support children's care, play, learning and development. This task offered the opportunity for the expression of personal experiences and accounts of professional practice which candidates have been able to be part of or have gained the knowledge of while in work-based experience. Some candidates provided linked responses to the key evidence areas and were more focused in their discussions when relating to this task as a whole.

Candidates were able to express a range of values and principles of their selected topic and chosen focus areas which are used in practice to support children's care, play, learning and development. A good range of values and principles relating to the evidence areas were identified and additionally further research areas were included which were specific to the focus areas with a depth of knowledge and understanding articulated with the responses. This task offered the opportunity for the expression of work based and personal experiences where candidates have gained the knowledge of underpinning practice and skills.

Task 4

Consider how relevant theories, legislation or frameworks (as appropriate) have influenced practice in children's care, play, learning and development settings.

Evidence **must** include clear links to how the theories, legislation or frameworks have influenced practice in the settings you have experienced.

This task requires candidates to include links to the influences of relevant theory, legislation and or frameworks relating to Wales (as appropriate to the topic focus) could be considered; to show depth and breadth of understanding with reference to the strengths and weaknesses in practice. Evidence should be developed to make clear links to placement. Candidates must discuss how legislation, frameworks and or theoretical perspectives have influenced current practice and made changes to the practice in children's settings through providing an interpretation of their own experiences of the effects on professional practice.

Candidates were able to consider a range of relevant theories, legislation or frameworks relating to a behaviour theorist or a range of schemes, initiatives and programmes have been introduced to support positive development. Candidates were able to show an expression of good understanding of how they link to practice. Further development and detailed discussions in this task would support learner's progression into the higher mark boundaries. Evidence and research references needs to clearly link to sources used and be listed within the reference list.

Candidates have shown a wide range research to complete task 4 and demonstrate a wide-ranging evidence base to provide clear links to theory, legislation or frameworks to meet their chosen topic and focus areas. There was clear interpretation of the implications on practice and the ways in which the key areas of discussion have influenced settings and their experiences through work-based practice. Candidates achieving the higher mark bands were able to show an expression of good understanding of how theory, legislation, or frameworks link to practice, through knowledgeable discussion of the influences on professional childcare and educational practice.

Task 5

Assess how having knowledge of the selected topic and related theories and legislation can be used to bring about change in children's care, play, learning and development provision in the 21st century in Wales.

Your evidence **must**:

- Demonstrate an awareness of new and developing practice approaches
- Refer to a range of settings within the sector
- Make judgements that link practice with theory (topic focus, related theories and legislation)
- Make suggestions for future change that could be adopted in practice to support children's care, play, learning and development.

Evidence **must** refer to research undertaken and **must** relate to experiences in practice.

This task looks towards changes for the future based on the candidate's research and understanding of their chosen topic and focus areas. Candidates are required to consider the knowledge they have gained through the research of their topic and related focus areas and assess how the related theories and legislation can be used to bring about change in children's care, play, learning and development.

Candidates were able to develop positive discussions of future ideas of progression or adaptations which may be enhanced or benefitted for the best need of children. There were discussions due to new legislation, frameworks, or theoretical perspectives. Frequently ideas were suggested, or progressive opinions were shared on new practices and how they can be developed in the settings experienced by the learners. The majority of candidates were able to express a good understanding of the progression of new and developing approaches. Candidates raised key discussions relating to behavioural strategies and the impact of these for future practice, also discussions relating to the value of how current schemes, initiatives and/or programmes can promote health and well-being.

Generally, candidates were able to express a good understanding of the progression of new and developing approaches. Candidates were able to develop knowledgeable discussions on the changing environments and practice approaches that are developing within childcare and educational settings. Candidates discussed the benefits of future changes and very often emphasised a need for change that has been seen through their own experiences. Often task 5 brought about the opportunity to discuss progressive candidate ideas which were suggested for shaping current practices and how they can be developed further in childcare settings.

Task 6

Discuss how your research and learning will support your own individual practice moving forward.

Your evidence must include:

- a reflection of the value or benefits of what you have learnt as part of investigating this topic and focus areas
- what you would like to do, based on your findings, to improve your own future practice
- reference to any impact changes to your own practice could have on the practice of others

Candidates are required to reflect on their own personal learning of the topic and focus areas chosen. This reflection will bring together the varied discussions and viewpoints throughout the whole investigation. Candidates will be able to discuss the value or benefits of what they have learnt as part of investigating their chosen topic and focus areas.

Candidates can discuss what they would like to do based on their findings to enable a better understanding of practice with the aim of improving their own future practice. Candidates will be required to refer to any impact changes will have to their own practice and the changes to the practice of others in the future.

The majority of candidates were able to link well to the criteria expectations of this task and worked through each point with consistency and clarity. Candidates often shared the value and benefits of what they have learnt and how the new knowledge gained will help to support and inform practice. Candidates were able to enhance their knowledge and understanding on their chosen topic and express how they were be of value to them as a professional in their future practice. Many candidates were able to discuss the importance of positive experiences relating to behaviour and how they will take this forward into future practice and discuss the relevance of research relating current schemes, initiatives and/or programmes can promote health and well-being.

Candidates were able to share the value of the knowledge they have gained and benefits of their research to help and inform practice. This task provides an opportunity to summarise the investigations findings and learning and candidates were generally able to achieve this successfully through a thorough overview. Candidates were able to express a firm understanding of what learning has taken place through the vast amount of research and also reflect on the skills that have been gained through undertaking an in-depth study. Candidates were able to discuss the importance of taking this new learning and research forward into future practice and relate to their chosen topic areas with a positive impact on practice.

Supporting you

Useful contacts and links

Our friendly subject team is on hand to support you between 8.30am and 5.00pm, Monday to Friday.

Tel: 02920 565320

Email: CCPLD@WJEC.co.uk

Qualification webpage: www.hclw.co.uk

See other useful contacts here: [Contact us | Health and Care Learning Wales](#)

CPD Training / Professional Learning

Access our popular, free online CPD/PL courses to receive exam feedback and put questions to our subject team, and attend one of our face-to-face events, focused on enhancing teaching and learning, providing practical classroom ideas and developing understanding of marking and assessment.

Please find details for all our courses here: [Upcoming Training and Events | Health and Care Learning Wales](https://www.wjec.co.uk/home/professional-learning/) <https://www.wjec.co.uk/home/professional-learning/>

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As Wales' largest awarding body, WJEC supports its education community by providing trusted bilingual qualifications, specialist support, and reliable assessment to schools and colleges across the country. This allows our learners to reach their full potential.

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