

Please write clearly, in block capitals.

Centre number

Candidate number

Surname \_\_\_\_\_

Forename(s) \_\_\_\_\_

Candidate signature \_\_\_\_\_

# Level 1/2 Award

## CHILDREN'S LEARNING AND DEVELOPMENT

Development of the child from pre-conception to 10 years

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Specimen 2016

Morning

Time allowed: 1 hour 30 minutes

### Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions.
- You must answer the questions in the spaces provided. Do not write outside the box around each page or on blank pages.
- Do all rough work in this book. Cross through any work you do not want to be marked.

### Information

- The marks for each question are shown in brackets.
  - The maximum mark for this paper is 80.
-

For questions with four responses only **one** answer per question is allowed.

For each answer completely fill in the circle alongside the appropriate answer.

CORRECT METHOD



WRONG METHODS



If you want to change your answer you must cross out your original answer as shown.

If you wish to return to an answer previously crossed out, ring the answer you now wish to select as shown.

**0 1** . **1** How long before trying to conceive should couples begin pre-conceptual care?

**A** 3 months/12 weeks

**B** 4 months/16 weeks

**C** 5 months/20 weeks

**D** 6 months/24 weeks

[1 mark]

**0 1** . **2** Suggest **two** reasons why pre-conceptual care is important.

[2 marks]

1 \_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

**0 1** . **3** Identify **four** factors that could affect a woman conceiving a healthy baby.

**[4 marks]**

1 \_\_\_\_\_  
\_\_\_\_\_  
2 \_\_\_\_\_  
\_\_\_\_\_  
3 \_\_\_\_\_  
\_\_\_\_\_  
4 \_\_\_\_\_  
\_\_\_\_\_

**0 1** . **4** Which of the following is a genetically inherited disease?

- A Rubella
- B Down's Syndrome
- C Chicken Pox
- D Whooping Cough

**[1 mark]**

**0 1** . **5** Identify **two** known risks to a baby's development during pregnancy.

**[2 marks]**

1 \_\_\_\_\_  
\_\_\_\_\_  
2 \_\_\_\_\_  
\_\_\_\_\_

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0 2 . 1 Why do health professionals use centile charts?

[2 marks]

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0 2 . 2 Tick the **two** factors that affect growth in a child?

- A Sleep
- B Clothes
- C Diet
- D Exercise

[2 marks]

0 2 . 3 Which of these is a **fine** motor skill?

- A Climbing up and down stairs
- B Throwing a ball
- C Cutting with scissors
- D Hopping

[1 mark]

0 2 . 4 Which of these is a **gross** motor skill?

- A Holding a pencil
- B Building a tower of 9 or 10 blocks
- C Pedalling and steering a tricycle
- D Colouring neatly within the lines

[1 mark]

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**0 2** . **5** Describe the difference between gross motor skills and fine motor skills.

**[3 marks]**

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**0 2** . **6** The first two years of a child's life are important.  
List **two** ways of stimulating babies and children.

**[2 marks]**

1 

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2 

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**0 3** . **1** Briefly outline what object permanence means.

**[1 mark]**

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**0 3** . **2** Briefly explain what is meant by a concept.

**[2 marks]**

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**0 3** . **3** Describe why the first five years of a child's life are the most important for learning and development.

**[6 marks]**

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**0 4** . **1** Sophia is 5 years old. She is at primary school.

Describe **four** ways Sophia is likely to develop her language skills over the next five years.

**[4 marks]**

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**0 4** . **2** Which definition is the correct one for parallel play?

**A** Children playing on their own

**B** Children watching other children playing

**C** Children playing next to other children

**D** Children playing with other children

**[1 mark]**





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**0 5** . **1** Describe how a social worker might help and support families with young children. **[3 marks]**

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**0 5** . **2** Statutory and voluntary services are important to help and support families. Explain the difference between a statutory service **and** a voluntary service. **[2 marks]**

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**0 5** . **3** Briefly state the role of the Child Exploitation **and** Online Protection Service. **[3 marks]**

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**0 5** . **4** List **three** items that should be in a first aid box at home.

**[3 marks]**

- 1 \_\_\_\_\_  
\_\_\_\_\_
  - 2 \_\_\_\_\_  
\_\_\_\_\_
  - 3 \_\_\_\_\_  
\_\_\_\_\_
-

**QUESTION 6: CASE STUDY**

Your Local Education Authority (LEA) has approached your school to ask for help in promoting a new qualification at a network event for Nursery and After School providers. They are concerned about the lack of formal training and qualifications available to those people involved in working with children.

The network event is for the managers of providers to get to know the new Level 1/2 Award and how it would best suit their employees.

Part of the project will be to develop relevant and interesting resources which will showcase the course content, emphasise the relevancy to the industry and encourage staff to take the qualification.

The other part of the project will involve advising staff that within the qualification, they will need to demonstrate an awareness of the need to observe the development of a child aged between 0 to 10yrs as well as carry out suitable activities with a child.

You have volunteered to participate in the project as you realise it will improve your own chances of future employment.

Answer the following questions using the knowledge, understanding and skills you have gained through studying Units 1, 2 and 3.

**0 6** . **1** You will have to produce resources for the network event which showcase one of the topics connected to children's learning and development. Evaluate the most appropriate type of resources for the chosen topic.

Choose one of the following topics (tick the relevant box):

<input type="checkbox"/>	pre-conceptual care	<input type="checkbox"/>	ante-natal care
<input type="checkbox"/>	health, safety, diet and care of the child	<input type="checkbox"/>	play
<input type="checkbox"/>	education	<input type="checkbox"/>	support for the parent and child

Your answer must include:

- The type of resources you could produce for your chosen topic
- What key information would you include with reasons why
- What key industry related skills and knowledge will be developed

**[9 marks]**

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0	6
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3
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 In 6.2 you have selected a child of a particular age (between 0 – 10yrs) who could have several different professionals involved in their development.

Name and briefly describe how two different professionals who could support the development of the child chosen in 6.2.

**[6 marks]**

**Professional One:**

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**Professional Two:**

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**END OF QUESTIONS**

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# LEVEL 1/2 AWARD CHILDREN'S LEARNING AND DEVELOPMENT

DEVELOPMENT OF THE CHILD FROM PRE-CONCEPTION TO 10 YEARS

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Mark scheme

Specimen materials

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Version 0.2

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same, correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Question	Answer
1.1	A

(Target: AO1 = 1 mark)

Qu	Part	Marking guidance	Total marks
01	2	<p>Suggest two reasons why pre-conceptual care is important.</p> <p><b>Marks for this questions: AO1 = 2</b></p> <p>Award <b>one</b> mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Helps to produce healthy sperm (1)</li> <li>• Helps to produce healthy ova (or suitable alternative wording) (1)</li> <li>• Helps to produce a healthy environment for the foetus to grow safely (1)</li> <li>• May improve fertility (1)</li> <li>• Increase chances of conceiving (1)</li> </ul> <p style="text-align: right;"><b>Maximum 2 marks</b></p>	2
01	3	<p>Identify four factors that could affect a woman conceiving a healthy baby.</p> <p><b>Marks for this question: AO1 = 4</b></p> <p>Award <b>one</b> mark for each of the following points up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Smoking (1)</li> <li>• Existing medical conditions (1)</li> <li>• Contact with animals (1)</li> <li>• Poor diet (1)</li> <li>• Excess Alcohol (1)</li> <li>• Over/under weight (1)</li> <li>• Drugs and medicines (1)</li> <li>• Diseases and infections (1)</li> <li>• STIs (1)</li> <li>• Contraception (1)</li> </ul> <p style="text-align: right;"><b>Maximum 2 marks</b></p>	4

Question	Answer
1.4	B

(Target: AO1; 1 mark)

Qu	Part	Marking guidance	Total marks
01	5	<p>Identify <b>two</b> known risks to a baby's development during pregnancy.</p> <p><b>Marks for this question: AO1 = 2</b></p> <p>Award <b>one</b> mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Alcohol (1)</li> <li>• Drugs (1)</li> <li>• STIs (1)</li> <li>• Rubella immunity (1)</li> <li>• Smoking (1)</li> <li>• Environment (1)</li> </ul> <p style="text-align: right;"><b>Maximum 2 marks</b></p>	2
02	1	<p>Why do health professionals use <b>centile</b> charts?</p> <p><b>Marks for this question: AO1 = 2</b></p> <ul style="list-style-type: none"> <li>• To compare the growth patterns of individual children with those of other children in the same age range</li> </ul> <p>Guidance – must have compared growth patterns with children in same age range to get the 2 marks</p> <p style="text-align: right;"><b>Maximum 2 marks</b></p>	2
02	2	<p>Tick the <b>two</b> factors that affect growth in a child?</p> <p><b>Marks for this question: AO1 = 2</b></p> <p>Award <b>one</b> mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Sleep</li> <li>• Diet</li> </ul> <p style="text-align: right;"><b>Maximum 2 marks</b></p>	2

Question	Answer
2.3	C
2.4	C

(Target: AO1; 2 marks)

Qu	Part	Marking guidance	Total marks
02	5	<p>Describe the difference between <b>gross</b> motor skills and <b>fine</b> motor skills.</p> <p><b>Marks for this question: AO1 = 3 marks</b></p> <p>Learners can state any 3 from the list below in a clear sentence showing they know the difference between gross and fine.</p> <ul style="list-style-type: none"> <li>• Gross motor skills involve/use large movements (1)</li> <li>• Fine motor skills involve/use small movements (1)</li> <li>• Gross motor skills involve the use of large muscles (1)</li> <li>• Fine motor skills involve the use of small muscles (1)</li> <li>• Fine motor skills are more precise (1)</li> <li>• Gross motor skills develop before fine motor skills (1)</li> </ul> <p style="text-align: right;"><b>Maximum 3 marks</b></p>	3
02	6	<p>The first two years of a child's life are important. List <b>two</b> ways of stimulating babies and children.</p> <p><b>Marks for this question: AO1 = 2 marks</b></p> <p>Award <b>one</b> mark for each of the following points up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Play(1)</li> <li>• Provide opportunities for sensory play (1)</li> <li>• Talk (1)</li> <li>• Singing (1)</li> <li>• Read(1)</li> <li>• Physical contact (1) Touch(1)</li> <li>• Change of environment (1)</li> </ul> <p>Accept two answers. Do not allow physical contact and touch as two different points.</p> <p style="text-align: right;"><b>Maximum 2 marks</b></p>	2

Qu	Part	Marking guidance	Total marks															
03	1	<p>Briefly outline what <b>object permanence</b> means.</p> <p><b>Marks for this question: AO1 = 1 mark</b></p> <p>The ability to understand that something still exists even when it is out of sight (or suitable alternative wording) – e.g. remembering hidden stuff</p> <p style="text-align: right;"><b>Maximum 1 mark</b></p>	1															
03	2	<p>Briefly explain what is meant by a <b>concept</b>.</p> <p><b>Marks for this question: AO1 = 2 marks</b></p> <p>Award <b>one</b> mark for each of the following points up to a maximum of two marks.</p> <p>Concepts are ways in which we organise our knowledge, information and thinking (1) so that we can understand and make sense of the world we live in. (1)</p> <p style="text-align: right;"><b>Maximum 2 marks</b></p>	2															
03	3	<p>Describe why the first five years of a child's life are the most important for <b>learning</b> and <b>development</b>.</p> <p><b>Marks for this question: AO1 = 6 marks</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Level</th> <th style="width: 10%;">Marks</th> <th style="width: 80%;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">5-6</td> <td>Discussion demonstrates a good amount of knowledge. There are a wide range of factors discussed in detail with clear examples that are all relevant to why the first five years of a child's life are most important for learning and development.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">3-4</td> <td>Description demonstrates a reasonable amount of knowledge. There is a good range of factors discussed with some good examples of why the first five years of a child's life are most important for learning and development.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1-2</td> <td>Description demonstrates some relevant knowledge but tends to be vague and repetitive. There is a limited number of factors discussed with very few relevant examples of why the first five years of a child's life are most important for learning and development.</td> </tr> <tr> <td></td> <td style="text-align: center;">0</td> <td>No relevant content.</td> </tr> </tbody> </table> <p><b>Possible content may include:</b></p>	Level	Marks	Descriptor	3	5-6	Discussion demonstrates a good amount of knowledge. There are a wide range of factors discussed in detail with clear examples that are all relevant to why the first five years of a child's life are most important for learning and development.	2	3-4	Description demonstrates a reasonable amount of knowledge. There is a good range of factors discussed with some good examples of why the first five years of a child's life are most important for learning and development.	1	1-2	Description demonstrates some relevant knowledge but tends to be vague and repetitive. There is a limited number of factors discussed with very few relevant examples of why the first five years of a child's life are most important for learning and development.		0	No relevant content.	6
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		<ul style="list-style-type: none"> <li>• Experiences children have help shape the adults they become.</li> <li>• Other adults such as carers/nursery staff provide stimulation to aid development.</li> <li>• Children learn rules to help them in the future.</li> <li>• Foundations for learning, health and behaviour throughout life are laid down.</li> <li>• Relationship with parents in the first five years shapes the way a child learns and grows.</li> <li>• Child’s brain develops more/faster during the first five years.</li> <li>• Able to absorb and retain information better/learn more quickly.</li> <li>• Early experiences – things they see/hear/touch/smell/taste stimulate the brain/create connections in life.</li> </ul> <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;"><b>Maximum 6 marks</b></p>	
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Qu	Part	Marking guidance	Total marks
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04	1	<p>Describe <b>four</b> ways Sophia is likely to develop her <b>language</b> skills over the next five years.</p> <p><b>Marks for this question: AO1 = 4 marks</b></p> <p>Award <b>one</b> mark for each of the following points up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Develop her communication skills (1)</li> <li>• Speech will be grammatically correct (1)</li> <li>• Learning to read/write/learn foreign language (1)</li> <li>• Increase her concentration span (1)</li> <li>• Increase memory (1)</li> <li>• Develop fluency(1)</li> <li>• Enjoy jokes and riddles (1)</li> </ul> <p style="text-align: right;"><b>Maximum 4 marks</b></p>	4
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Question	Answer
4.2	C

(Target: AO1; 1 mark)

Qu	Part	Marking guidance	Total marks															
04	3	<p>List <b>four</b> factors which could affect a child's <b>social</b> and <b>emotional</b> development.</p> <p><b>Marks for this question: AO1 = 4 marks</b></p> <p>Award <b>one</b> mark for each of the following points up to a maximum of four marks.</p> <ul style="list-style-type: none"> <li>• Position in the family (1)</li> <li>• Genetic disorders (1)</li> <li>• Bonding with carers (1)</li> <li>• Problems with physical development (1)</li> <li>• Limited language development (1)</li> <li>• Limited opportunities to socialise (1)</li> <li>• Lack of discipline (1)</li> </ul> <p style="text-align: right;"><b>Maximum 4 marks</b></p>	4															
04	4	<p>Young children love playing with sand. Describe how playing with sand can help encourage different <b>types</b> of play and learning.</p> <p><b>Marks for this question: AO1 = 6 marks</b></p> <table border="1" data-bbox="311 1104 1297 1780"> <thead> <tr> <th data-bbox="311 1104 422 1137">Level</th> <th data-bbox="422 1104 550 1137">Marks</th> <th data-bbox="550 1104 1297 1137">Descriptor</th> </tr> </thead> <tbody> <tr> <td data-bbox="311 1137 422 1344">3</td> <td data-bbox="422 1137 550 1344">5-6</td> <td data-bbox="550 1137 1297 1344">There are descriptions of how playing with sand can help encourage different types of play and learning demonstrate a good amount of knowledge and understanding. There are a wide range of factors described in detail with clear examples that are all relevant.</td> </tr> <tr> <td data-bbox="311 1344 422 1579">2</td> <td data-bbox="422 1344 550 1579">3-4</td> <td data-bbox="550 1344 1297 1579">There are descriptions of how playing with sand can help encourage different types of play and learning demonstrate a reasonable amount of knowledge. A good range of factors are described. Answers are organised but still lack depth of knowledge and understanding.</td> </tr> <tr> <td data-bbox="311 1579 422 1742">1</td> <td data-bbox="422 1579 550 1742">1-2</td> <td data-bbox="550 1579 1297 1742">There are descriptions of how playing with sand can help encourage different types of play and learning are vague and repetitive. Answers are lacking detail and show limited knowledge and understanding.</td> </tr> <tr> <td data-bbox="311 1742 422 1780"></td> <td data-bbox="422 1742 550 1780">0</td> <td data-bbox="550 1742 1297 1780">No relevant content.</td> </tr> </tbody> </table> <p><b>Possible content may include:</b></p> <ul style="list-style-type: none"> <li>• Manipulative play playing with toys/cars/diggers using the sand</li> <li>• Creative play such as building sandcastles/boats/cars/roads</li> <li>• Imaginative play such as decorating the items built such as</li> </ul>	Level	Marks	Descriptor	3	5-6	There are descriptions of how playing with sand can help encourage different types of play and learning demonstrate a good amount of knowledge and understanding. There are a wide range of factors described in detail with clear examples that are all relevant.	2	3-4	There are descriptions of how playing with sand can help encourage different types of play and learning demonstrate a reasonable amount of knowledge. A good range of factors are described. Answers are organised but still lack depth of knowledge and understanding.	1	1-2	There are descriptions of how playing with sand can help encourage different types of play and learning are vague and repetitive. Answers are lacking detail and show limited knowledge and understanding.		0	No relevant content.	6
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		<p>shells/pebbles on the sandcastles</p> <ul style="list-style-type: none"> <li>• Discovery/exploratory play such as understanding concepts such as full/empty, big/small shapes, number, cause and effect/problem solving/ object permanence with the sand and the structures created</li> <li>• Language – talking/use of words when describing what they are doing or how the sand feels</li> <li>• Physical play – filling buckets with sand/carrying</li> <li>• Social play – children play with others/share/co-operate/take turns when playing with the sand</li> <li>• Sensory play – feeling sand/difference between wet and dry sand/ 0 marks</li> <li>• Co-operative play – playing together , building sandcastles/structures</li> <li>• Drawing and writing – using sticks and pebbles to draw/write in the sand</li> </ul> <p>Credit other suitable responses relevant to the question.</p> <p style="text-align: right;"><b>Maximum 6 marks</b></p>	
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Qu	Part	Marking guidance	Total marks
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05	1	<p>Describe how a <b>social worker</b> might help and support families with young children.</p> <p><b>Marks for this question: AO1 = 3 marks</b></p> <p>Award <b>one</b> mark for each of the following points up to a maximum of three marks.</p> <ul style="list-style-type: none"> <li>• Carry out home visits/give support at home (1)</li> <li>• Give advice on parenting (1)</li> <li>• Support development in terms of physical, intellectual and cognitive, emotional, social and communication and language (1)</li> <li>• Help disadvantaged children/families access benefits/financial support (1)</li> <li>• Arrange alternative care for child/children if required (1)</li> </ul> <p style="text-align: right;"><b>Maximum 3 marks</b></p>	3
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Qu	Part	Marking guidance	Total marks
05	2	<p>Statutory and voluntary services are important to help and support families. Explain the difference between a <b>statutory</b> service and a <b>voluntary</b> service.</p> <p><b>Marks for this question: AO1 = 2 marks</b></p> <p>1 mark per service.</p> <ul style="list-style-type: none"> <li>• Statutory services are legal requirement/provided by law/government (1)</li> <li>• Voluntary services are free/provided by charities/private donations (1)</li> </ul> <p style="text-align: right;"><b>Maximum 2 marks</b></p>	2
05	3	<p>Briefly state the <b>role</b> of the Child Exploitation and Online Protection Service.</p> <p><b>Marks for this question: AO1 x 3 marks</b></p> <p>Award <b>one</b> mark for each of the following points up to a maximum of three marks.</p> <ul style="list-style-type: none"> <li>• To work with child protection partners across the UK and overseas (1)</li> <li>• To identify the main threats to children (1)</li> <li>• To coordinate activity against threats (1)</li> <li>• To bring offenders to account (1)</li> <li>• To protect children from harm online and off (1)</li> </ul> <p style="text-align: right;"><b>Maximum 3 marks</b></p>	3
05	4	<p>List <b>three</b> items that should be in a first aid box at home.</p> <p><b>Marks for this question: AO1 x 3 marks</b></p> <p>Award <b>one</b> mark for each of the following points up to a maximum of three marks.</p> <ul style="list-style-type: none"> <li>• Cotton wool (1)</li> <li>• Plasters (1)</li> <li>• Sterile dressings (1)</li> <li>• Tweezers (1)</li> <li>• Thermometer (1)</li> <li>• Eyewash solution (1)</li> <li>• Antiseptic wipes (1)</li> <li>• Sling(1)</li> <li>• Safety pins (1)</li> </ul>	3

		<ul style="list-style-type: none"> <li>• Disposable gloves (1)</li> <li>• Adhesive tape (1)</li> <li>• Bandages (1)</li> </ul>	
			<b>Maximum 3 marks</b>

Qu	Part	Marking guidance	Total marks
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06	1	<p>You will have to produce resources for the network event which showcase one of the topics connected to children’s learning and development. Evaluate the most appropriate type of resources for the chosen topic.</p> <p><b>Marks for this question: AO1 = 3 marks, AO3 = 6 marks</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Level</th> <th style="text-align: center;">Marks</th> <th style="text-align: left;">Descriptor</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">7-9</td> <td> <p>AO1: Evaluation demonstrates a good amount of knowledge and understanding of the CLD course and several types of resources that could be produced will be seen</p> <p>AO3: Evaluation demonstrates detailed knowledge of the skills that may be developed by taking the CLD course.</p> <p>The learner has selected relevant elements from across all units and linked them appropriately.</p> </td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">4-6</td> <td> <p>AO1: Evaluation demonstrates reasonable knowledge and understanding of the CLD course and more than two types of resources that could be produced will be seen</p> <p>AO3: Evaluation demonstrates a good knowledge of the skills that may be developed by taking the CLD course</p> <p>Cross-course content is included but links are not fully explored/explained.</p> </td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">1-3</td> <td> <p>AO1: Evaluation demonstrates limited knowledge and understanding of the CLD course and only one type of resources that could be produced will be seen</p> <p>AO3: Evaluation demonstrates limited</p> </td> </tr> </tbody> </table>	Level	Marks	Descriptor	3	7-9	<p>AO1: Evaluation demonstrates a good amount of knowledge and understanding of the CLD course and several types of resources that could be produced will be seen</p> <p>AO3: Evaluation demonstrates detailed knowledge of the skills that may be developed by taking the CLD course.</p> <p>The learner has selected relevant elements from across all units and linked them appropriately.</p>	2	4-6	<p>AO1: Evaluation demonstrates reasonable knowledge and understanding of the CLD course and more than two types of resources that could be produced will be seen</p> <p>AO3: Evaluation demonstrates a good knowledge of the skills that may be developed by taking the CLD course</p> <p>Cross-course content is included but links are not fully explored/explained.</p>	1	1-3	<p>AO1: Evaluation demonstrates limited knowledge and understanding of the CLD course and only one type of resources that could be produced will be seen</p> <p>AO3: Evaluation demonstrates limited</p>	9
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		<p>knowledge of the skills that may be developed by taking the CLD course</p> <p>Selective use of cross-course content.</p>	
	0	Insufficient evidence is provided for a mark to be awarded.	
<p>Possible content may include:</p> <ul style="list-style-type: none"> <li>• Types of resources – leaflets, booklet, web page, flyers, powerpoint slides, posters</li> <li>• Unique selling point of tech award</li> <li>• List of the three unit titles</li> <li>• Breakdown of unit content</li> <li>• Specific knowledge required in each unit</li> <li>• Assessment methods</li> <li>• Equivalence to other courses</li> <li>• Example exam questions</li> <li>• Audience for resources</li> <li>• Key skills of research/observation/recording/problem solving/planning/presentation/communication/analysis and evaluation</li> </ul> <p style="text-align: right;"><b>Maximum 9 marks</b></p>			

Qu	Part	Marking guidance	Total marks
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06	2	<p>Being able to observe a child over a period of time in their own environment is an essential skill to develop when working with children.</p> <p>What areas of development can be observed when working with children?</p> <p>Analyse with examples how different activities for your chosen child (age 0-10 years) support all areas of development of a child.</p> <p><b>Marks for this question: AO1 = 3 marks, AO3 = 6 marks</b></p> <table border="1"> <thead> <tr> <th>Level</th> <th>Marks</th> <th>Descriptor</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>7-9</td> <td> <p>AO1: Analysis demonstrates a good amount of knowledge and understanding of all five areas of development</p> <p>AO3: Analysis demonstrates detailed knowledge of observing children and how activities help all five areas of development</p> <p>The learner has selected relevant</p> </td> </tr> </tbody> </table>	Level	Marks	Descriptor	3	7-9	<p>AO1: Analysis demonstrates a good amount of knowledge and understanding of all five areas of development</p> <p>AO3: Analysis demonstrates detailed knowledge of observing children and how activities help all five areas of development</p> <p>The learner has selected relevant</p>	9
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		elements from across all units and linked them appropriately
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Possible content may include:

Areas of development are named:

- Physical
- Intellectual and cognitive
- Emotional
- Social
- Communication and language

Milestones

- Correct milestone for the chosen aged child linked to activities analysed
- Activities will identified linked to the chosen aged child
- Purpose of activities will be identified

Skill(s) the activity develops  
 Observation of activities and how development was seen  
 Success of activities linked to observations

Skills observed linked to expectations of chosen age child and activities :

		<ul style="list-style-type: none"> <li>• gross motor skills, fine motor skills, locomotive skills,</li> <li>• cognitive development, stages of concept development</li> <li>• emotions</li> <li>• social skills</li> <li>• language – talking, pre-reading, reading, drawing, writing, language development</li> </ul> <p style="text-align: right;"><b>Maximum 9 marks</b></p>	
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Qu	Part	Marking guidance	Total marks
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06	3	<p>In 6.2 you have selected a child of a particular age (between 0 – 10yrs) who could have several different professionals involved in their development.</p> <p>Name and describe how two different professionals who could support the development of the child chosen in 6.2.</p> <p><b>Marks for this question: AO1 = 2 marks, AO3 = 4 marks</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; padding: 5px;">Professional 2 x 1 mark</th> <th style="text-align: left; padding: 5px;">Description 2 x 2 marks</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;">Midwife</td> <td style="padding: 5px; vertical-align: top;"> <p>A midwife is usually the first and main contact for the woman during her pregnancy, throughout labour and the early postnatal period.</p> <p>Monitoring the pregnancy and the first few weeks is crucial to development.</p> <p>They are responsible for providing care and supporting women to make informed choices about their care and how this relate to development.</p> </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;">Health visitor</td> <td style="padding: 5px; vertical-align: top;"> <p>Provide ante-natal and post-natal support which can impact development.</p> <p>Supporting parents in bringing up their young children Provide advice on feeding babies and children.</p> <p>Assess a child's growth and development. Assess the needs of young children.</p> <p>Support children with special needs.</p> </td> </tr> </tbody> </table>	Professional 2 x 1 mark	Description 2 x 2 marks	Midwife	<p>A midwife is usually the first and main contact for the woman during her pregnancy, throughout labour and the early postnatal period.</p> <p>Monitoring the pregnancy and the first few weeks is crucial to development.</p> <p>They are responsible for providing care and supporting women to make informed choices about their care and how this relate to development.</p>	Health visitor	<p>Provide ante-natal and post-natal support which can impact development.</p> <p>Supporting parents in bringing up their young children Provide advice on feeding babies and children.</p> <p>Assess a child's growth and development. Assess the needs of young children.</p> <p>Support children with special needs.</p>	6
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		<p>Advise on behavioural management techniques.</p> <p>Advise how to reduce risks and prevent accidents and reduce injuries.</p> <p>Providing information on local services.</p>
	Social worker	<p>Most child social workers work in family service agencies, schools, state agencies, or in government.</p> <p>Their typical clients are underprivileged children living in unsafe conditions who are at risk of neglect or abuse, or who have special needs, such as health issues or disabilities which will impact development.</p>
	Nursery teacher or preschool teacher	<p>To help the children start learning basic education to get them ready for primary school.</p> <p>To prepare activities such as arts and crafts, music and imagination which will play a big role in the creative learning process.</p> <p>Prepare outdoor activities and games to help children improve their coordination and motor skills.</p> <p>A preschool teacher must also cater to the basic needs of the children.</p> <p>The preschool teacher monitors the child's development.</p>
	KS1 or KS2 Teacher/primary school teacher	<p>Teaching a variety of subjects according to the curriculum</p> <p>Monitoring the development of individual learners through different subjects.</p> <p>Assessing skills and knowledge through tests and assignments</p> <p>Preparing them for secondary school.</p>
<b>Maximum 6 marks</b>		