

GCSE



WJEC GCSE Health and Social Care, and Childcare

Approved by Qualifications Wales

Sample Assessment Materials

Unit 3: Childcare

Teaching from 2026

For award from 2028



This Qualifications Wales regulated qualification is not available to centres in England.

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About this pack: information for teachers

This pack contains the assessment materials for Unit 3: Childcare.

Within this pack, you will find:

- information for teachers on how to manage arrangements for assessment
- overview of candidate requirements
- assessment details
- a candidate mark record sheet
- a **candidate pack** which includes:
 - overview of requirements
 - assessment information: a detailed breakdown of each task, the evidence and additional instruction, the assessment conditions (controls) under which the task is to be completed, timing and resources
 - the mark scheme which must be used to assess candidate work
 - information for candidates, which tells candidates about things that they must and must not do when they are completing the assessment
 - a Candidate Cover Sheet
 - a Candidate Declaration Form
 - a Candidate Time Record sheet.

You must provide each candidate with a copy of the complete candidate assessment pack.

Managing the assessment

This is a centre-marked (internal) non-examination assessment. The following arrangements **must** be followed when managing and marking the assessment.

Task setting

This assignment has been produced by WJEC and cannot be changed.

Time

Candidates must be allowed **12 hours** to complete this assessment, this includes two hours to read the case study, with teacher guidance for accessibility, and to select class notes before starting the tasks. Class notes must be **no more** than six sides / three pages of A4 paper.

Candidates should spend approximately:

- 2 hours reading the case study and selecting notes for the tasks
- 2 hours completing task 1
- 4 hours completing task 2
- 2 hours completing task 3
- 2 hours completing task 4.

The time suggested for each task takes account of the contribution of the task to the overall assessment requirements. There can be no changes to the total time available for this assessment. Centres can, however, amend the suggested time available for each task.

Collaboration

Group work is **not** allowed. Candidates must complete all tasks individually.

Assessment conditions

There are three levels of Assessment conditions: high, medium and low. The relevant conditions for this unit are stated below.

Level	Assessment conditions
High	<p>Candidates must complete work under formal supervision¹ – in a classroom, (e.g. with teacher supervision) following these rules:</p> <ul style="list-style-type: none">• No communication with peers is allowed (including unrelated topics)• No assistance may be given by the teacher beyond reading the instructions• Candidates must work independently, and all work must be their own• Candidates' work must remain within the centre at all times and stored securely between timetabled sessions• In line with JCQ regulations for non-examination assessments, the 'Warning to Candidates' and 'Unauthorised Items Poster' must be displayed.

Resources

There are three levels of resource conditions: none, specified and permitted. The relevant conditions for this unit are stated below.

Level	Resources
Specified	<ul style="list-style-type: none">• Candidates may access only the specific resources stated in the Research Information and/or Assessment Information. This may include centre-provided resources or research candidates collected during the research phase• Internet access (and other resources) may be allowed for research if specified by the Assessment Information; teachers must monitor this• Candidates must not provide resources unless explicitly stated in the Assessment Information• Candidates must follow the 'When to Reference a Source' found in Appendix 1 and 'How to Reference a Source' found in Appendix 2 when using resources found in 'Conducting Non-examination Assessments in National 14-16 Qualifications – Guide for Teachers'

Candidates must have access to the candidate assessment pack and any necessary resources, as specified in the detailed task tables within the candidate pack.

¹ There are no set requirements regarding the number of teachers / assessors required to be present during an assessment. However, the ratio must be sufficient to ensure appropriate supervision of candidates throughout. If only one teacher is present, they must be able to request assistance without needing to leave the assessment room. Under no circumstances should candidates be left unsupervised or unattended at any time.

Supervision

Candidates must be supervised by an assessor whilst completing the activities. Centres must have systems in place to ensure candidates cannot access evidence they have been developing outside of supervised activities.

Authentication

Supervision must be in place to ensure the authenticity of evidence produced for summative assessment.

You should not provide input or guidance to candidates during the assessment time. This includes providing formative feedback on the evidence being produced. You can provide guidance on the case study, and requirements of the task. You can remind candidates of the mark bands and how they can be interpreted.

Candidates can review and redraft evidence independently within the time controls for the assessment.

Candidates must sign the declaration, to confirm that all evidence submitted for moderation is their own work, and that any sources used have been acknowledged.

Assessors must sign the declaration to confirm that evidence submitted for moderation was completed under the controlled conditions set out in this assessment.

Candidate evidence

The acceptable formats for evidence of each of the tasks is summarised in the task tables. Any modified assessment must enable the candidate to generate the evidence required in this table.

Notes on the completion of the Time Sheet and Candidate Declaration Form

- Please log the dates and times that work took place. No work must have taken place outside the hours listed on this form. The total time allowed must not exceed 12 hours.
- The form must be completed and securely attached to the Candidate's work, and sent to the awarding body
- The form can be completed electronically or manually. Electronic signatures will be accepted
- If the number of sessions exceed the space on the paper, please continue on another sheet of paper.

Marking the assessment

The marking scheme for this assessment is included in the candidate pack.

All marking of evidence must be made against the marking scheme provided. Evidence marked must comply with any requirements set out in the assessment pack.

Written evidence must be annotated to show how it relates to the mark band requirements.

Marking should only be undertaken by a designated assessor. An assessor should have appropriate expertise in the subject and level for a specified unit. The assessor is responsible for ensuring that:

- assessment is conducted under the controls specified in the task table

- they are clear about the requirements of the assessment and marking scheme prior to commencing assessment
- evidence presented for assessment is valid, authentic; reliable and credible
- assessment decisions are accurately recorded
- evidence is appropriately annotated
- judgements are only made against the mark band statements.

A mark record sheet must be completed for each candidate.

Further information

You should refer to the WJEC Applied Qualifications (including Alternative Academic Qualifications): Assessment Guide / JCQ Instructions for conducting non-examination assessment for further information on managing assessment within our GCSE Qualifications.

This pack is a sample. It must not be used for live assessment.

Candidate Mark Record Sheet

Centre No:											Centre Name:	
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Candidate No:											Candidate Name:	
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Unit Title:	
--------------------	--

Task	Mark Awarded
1	/10
2	/20
3	/10
4	/20
Total Mark	/60

I have authenticated the candidate's work and am satisfied that to the best of my knowledge the work produced is solely that of the candidate. The candidate has clearly referenced any sources and any AI tools used in the work. I understand that false declaration is a form of malpractice

Assessor Signature	
Name (printed)	
Date	/ /20



WJEC GCSE Health and Social Care, and Childcare

Candidate Assessment Pack

Unit 3: Childcare

3900U3

About this pack: information and instructions for candidates

This candidate assessment pack is for candidates completing Unit 3 – Childcare.

Within this pack, you will find:

- your assignment
- a case study
- overview of candidate requirements
- assessment information: a detailed breakdown of each task, the evidence requirements and the conditions (controls) under which the task is to be completed
- information for candidates, which tells you about things that you must and must not do when you are completing the assessment
- the mark scheme which will be used to assess your work
- a Candidate cover sheet
- a Declaration Form
- a Time Record sheet.

You must not access the assessment brief until the start of the assessment.

You will have two hours to read the case study, with teacher guidance for accessibility, and to select class notes before starting the tasks. Class notes must be no more than six sides / three pages of A4 paper.

You will have 12 hours in total to complete this assessment.

You should spend approximately:

- 2 hours reading the case study and selecting notes for the tasks
- 2 hours completing task 1
- 4 hours completing task 2
- 2 hours completing task 3
- 2 hours completing task 4.

You will be supervised throughout the assessment.

Your teacher is allowed to help you to understand the case study, assessment requirements, and the tasks, but there are rules about the kind of help and how much they can give you. You should speak to your teacher if you have any questions about what you are and are not allowed to do as you are completing the tasks, as they will know how much help they are allowed to give you.

It is important that you work independently from other candidates and the work produced should be your own unaided work. You and your teacher will be required to sign a declaration that all work presented is your own work.

You are advised to check your work carefully to make sure that it is accurate and correct.

Assessment: Unit 3 – Childcare

Assignment

Tasks 1-3

These tasks explore the role of nursery staff in promoting good health, the importance of early intervention and how health promotion strategies can support children in the early years settings to prevent, manage and control the spread of infectious diseases.

You are required to complete a series of question-based tasks based on a case study. The case study explores the management of an outbreak of an infectious disease within a nursery setting.

You are required to read through the case study and complete the tasks to demonstrate your knowledge and understanding of Unit 3.

Task 4

It is important that children in Wales have access to good quality childcare. This task is about how professionals work to meet the needs of children in Wales to achieve positive outcomes.

You are required to carry out a classroom based investigation of a childcare setting or play service of your choice in Wales.

Case Study

Small Steps Nursery is a private nursery in a village. It provides day care for children aged 0 to 5 years. The nursery aims to meet children's physical care needs through play and structured activities. The nursery focuses on the key developmental areas: physical, intellectual, language, emotional and social (PILES).

A recent visit from Care Inspectorate Wales (CIW), praised the nursery for its inclusive approach. Inspectors also noted that the nursery offers a safe and supportive play environment. The indoor and outdoor play areas ensure accessibility for all.

Ethan is a three-year-old who attends the nursery every day. Health checks (as part of the Healthy Child Wales Programme) raised concerns about his weight. Ethan is underweight for his age. He has a poor appetite and has seen the GP. Health professionals are now watching his growth and development closely. They are also checking for signs of delayed development and growth, including his potential failure to thrive.

Even with these concerns, Ethan is a happy, active, and sociable child. He enjoys playing with the other children in the nursery, especially in the construction area.

Recently, Ethan's parents noticed a change in his behaviour. He is quieter than usual. Ethan is up to date with his vaccinations. However, he has a rash on his hands and feet and is uncomfortable.

Ethan's mother told the nursery staff, who had also seen a change in his mood and behaviour. Following the nursery's illness policy, they advised her to contact the GP.

The GP diagnosed Ethan with hand, foot, and mouth disease. This illness is common in young children and spreads through coughs, sneezes, and contact with blisters. The GP told Ethan's mother to keep him at home and follow good hygiene routines. Ethan's mother told the nursery about the diagnosis.

Later that day, four other children showed similar symptoms. The nursery's first aider confirmed that the four children also had small red spots on their hands and feet. Staff acted quickly and followed infection control steps. They watched for new symptoms. They contacted parents and carers as needed.

Tasks 1-3

Task	Evidence	Controls
<p>1 Create an information booklet for Ethan's parents as part of the Small Steps Nursery welcome pack, you should include key areas of Ethan's age and stage of development and the support and care to be provided by nursery staff. You should:</p> <p>a. create a table of Ethan's expected milestones at 3-4 years, include his physical, intellectual, language, emotional, and social (PILES) development. (5 marks)</p> <p>b. explain the benefits of play in promoting 3-year-old Ethan's stage of development through varied play activities, experiences and environments at Small Steps Nursery. (5 marks)</p>	<p>Typed / written response</p>	<p>Assessment conditions: High</p> <p>Resources: Specified</p>
<p>[10 marks] AO2 Specified resources: class notes, access to ICT software. You should spend approximately 2 hours completing this task.</p>		

<p>2</p>	<p>Using examples from the case study, develop a training resource to help new nursery staff in supporting the health and wellbeing of children. You should:</p> <p>a. Design an informative poster that highlights the signs and symptoms of hand, foot and mouth disease. (10 marks) (AO2)</p> <p>b. Evaluate the significance of health checks and assessments through the Healthy Child Wales Programme (HCWP) in identifying delays in developmental and growth concerns in children such as Ethan. (10 marks) (AO3)</p>	<p>Poster with images</p> <p>Typed / written response</p>	<p>Assessment conditions: High</p> <p>Resources: Specified</p>
<p>[20 marks] [AO2: 10 marks] [AO3: 10 marks] Specified resources: class notes, access to ICT software, (and the internet for task 2a only). You should spend approximately 4 hours completing this task.</p>			
<p>3.</p>	<p>a. Examine how the nursery managed infection control procedures and the role of health promotion and early intervention in preventing childhood illnesses. (5 marks)</p> <p>b. Assess the role of Public Health Wales in promoting health and reducing the spread of infectious diseases, according to the infection control procedures carried out in Ethan's nursery. (5 marks)</p>	<p>Typed / written response</p>	<p>Assessment conditions: High</p> <p>Resources: Specified</p>
<p>[10 marks] AO3 Specified resources: class notes, access to ICT software. You should spend approximately 2 hours completing this task.</p>			

Task 4

It is important that children in Wales have access to good quality childcare. This task is about how professionals work to meet the needs of children in Wales to achieve positive outcomes.

Your task is to carry out a classroom based investigation of a childcare setting or play service of your choice in Wales.

Task 4	a) Present your choice of childcare setting or play service. You must consider: <ul style="list-style-type: none">• the type of setting• access to the setting• principles of inclusion• safeguarding all specific to the chosen childcare setting. (5 marks) b) Clarify the role of childcare professionals in providing appropriate play environments in the childcare setting of choice. (5 marks) c) Review the benefits of working in partnership to provide high quality childcare in your chosen setting. (5 marks) d) Consider the role of Care Inspectorate Wales (CIW) in inspecting and regulating the childcare setting of choice. (5 marks)	Typed / written response	Assessment conditions: High Resources: Specified
[20 marks] [AO2: 15 marks] [AO3: 5 marks] Specified resources: class notes, access to ICT software, and the internet. You should spend approximately 2 hours completing this task.			

End of tasks

Information for candidates

The following information has been taken from the [JCQ Information for candidates – non-examination assessments](#) and the [JCQ Artificial Intelligence \(AI\) Use in Assessments: Protecting the Integrity of Qualifications](#). This tells you about things that you **must** and **must not** do when you are completing your assessment. If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work

- When you submit your work and sign your candidate declaration form, you need to ensure that your final product reflects your own independent work and isn't copied or paraphrased from another source such as an AI tool.
- If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.
- If you worked as part of a group on a task, you **must** each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained, and you **must** independently draw your own conclusions from the data.
- Take care of your work and keep it safe. **Do not** leave it lying around where your classmates can find it or share it with anyone, including posting it on social media. You **must** always keep your work secure and confidential whilst you are preparing it; **do not** share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.
- **Do not** be tempted to use pre-prepared online solutions (such as those produced by AI tools and chatbots) – this is cheating. Electronic tools used by WJEC can detect this sort of copying.
- You **must not** write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.** Don't think you won't be caught; there are many ways to detect plagiarism:

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists – they may have read the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks
- you will be disqualified from that unit for the assessment series in question
- you will be disqualified from the whole subject for that assessment series
- you will be disqualified from all subjects and barred from entering again for a period of time.

WJEC will decide which penalty is appropriate.

Remember – it's your qualification so it needs to be your own work.

Mark scheme

Guidance for assessors

Generic marking principles

Assessment grids for non-examination assessment

Banded mark schemes

Banded mark schemes are divided so that each band within a section has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Before marking, the teacher should first read and annotate a candidate's project to pick out the evidence that is being assessed. Once the annotation is complete, the mark scheme can be applied.

This is done as a two-stage process.

Stage 1 – Deciding on the band

Beginning at the lowest band, the teacher should look at the appropriate section of the candidate's work and check whether it matches the descriptor for that section's mark band. The teacher should look at the descriptor for that band and see if it matches the qualities shown in the candidate's work for that section. If the descriptor at the lowest band is satisfied, the teacher should move up to the next band and repeat this process for each band until the descriptor matches the work. If a candidate's work covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the candidate's work should be used to decide on the mark within the band. For instance, if work is mainly in band 2 but with a limited amount of band 3 content, the work would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Teachers should not seek to mark candidates down as a result of small omissions in minor areas of their work.

Stage 2 – Deciding on the mark

Once the band has been decided, the teachers can then assign a mark. The teachers are reminded of the need to revisit the work as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the work submitted. Where work is not credit worthy, that is, contains nothing of any significance to the project, or has been omitted, no marks should be awarded. Internal standardisation is essential, that where there is more than one teacher in a centre, work from all teaching groups is standardised internally. This is designed to ensure that the final assessment reflects a single agreed standard for all teaching groups involved.

Mark scheme

The following mark scheme will be used to assess your work.

0 marks will be awarded if there is no evidence or submitted work is not worthy of credit.

Task 1a

Create an information booklet for Ethan's parents as part of the Small Steps Nursery welcome pack, you should include key areas of Ethan's age and stage of development and the support and care to be provided by nursery staff.

You should create a table of Ethan's expected milestones at 3-4 years, include his physical, intellectual, language, emotional, and social (PILES) development.

Indicative Content

Answers may refer to the following:

The developmental milestones of a 3–4-year-old child including: physical development, intellectual development, language development, emotional development and social development such as:

- Ethan will be able to run, jump, climb, and balance
- Ethan will be precise with his hand-eye coordination
- he will be beginning to dress himself with minimal assistance
- Ethan will understand basic concepts such as size, shape, and time
- he will be able to explore through trial and error
- Ethan will be able to engage in simple conversations and take turns speaking
- a child of Ethan's age typically has a vocabulary of several hundred words
- Ethan will begin to gain more control over his emotions
- he will begin to show empathy for others.

Band	AO2: Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare
3	Award 4-5 marks A very good response providing: <ul style="list-style-type: none">• a detailed table showing the developmental milestones of a 3–4-year-old child including: physical development, intellectual development, language development, emotional development and social development.
2	Award 2-3 marks A good response providing: <ul style="list-style-type: none">• a clear table showing the developmental milestones of a 3–4-year-old child including: physical development, intellectual development, language development, emotional development and social development.
1	Award 1 mark A basic response providing: <ul style="list-style-type: none">• a basic table showing the developmental milestones of a 3–4-year-old child including: physical development, intellectual development, language development, emotional development and social development.
0	Award 0 marks No response attempted or nothing worthy of credit.

Task 1b

Create an information booklet for Ethan's parents as part of the Small Steps Nursery welcome pack, you should include key areas of Ethan's age and stage of development and the support and care to be provided by nursery staff.

You should explain the benefits of play in promoting 3-year-old Ethan's stage of development through varied play activities, experiences and environments at Small Steps Nursery.

Indicative Content

Answers may refer to the following:

The benefits of play, including, indoor and outdoor play environments, the role of childcare workers in supporting stages of play from solitary play to more complex play and types of play at the nursery along with:

- childcare workers would organise, facilitate, and oversee appropriate activities to promote:
- physical play, such as running, jumping, climbing, dancing, or sports
- constructive play, such as building or creating things from various materials
- creative play, such as drawing, painting, or making music
- exploratory play, where children explore their environment, investigate objects, and engage with sensory experiences, like playing with sand, water, or nature
- imaginative (pretend) play, where children role-play or act out scenarios using objects as props to represent real things
- benefits of these types of play includes promoting creativity and storytelling, enhancing social skills, encouraging empathy and perspectives different from their own
- play will help Ethan develop both gross motor skills and fine motor skills
- outdoor play encourages physical activity, which will contribute to the development of strength, coordination, and overall health
- activities like running and climbing will help Ethan improve his balance and spatial awareness
- play will support Ethan's cognitive development by encouraging problem-solving, creativity, and critical thinking
- constructive play will promote Ethan's spatial awareness and mathematical thinking
- play offers Ethan a safe space to express his emotions
- role-playing and pretend play will help Ethan process real-life experiences
- Ethan can learn important social skills, such as sharing, cooperation, negotiation, and empathy
- through play Ethan can develop communication skills and learn how to interact with others in positive and constructive ways
- play provides opportunities for Ethan to practice his language skills
- social play will enhance Ethan's communication skills
- indoor play will provide a controlled environment where children can engage in quieter, more focused play activities
- outdoor play will encourage more active play, helping children develop their gross motor skills and provide opportunities for children to engage with the natural world.

Band	AO2: Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare
3	<p>Award 4-5 marks</p> <p>A very good response providing:</p> <ul style="list-style-type: none"> • a detailed explanation of the benefits of play in promoting 3-year-old Ethan's stage of development. Including, indoor and outdoor play environments, the role of childcare workers in supporting stages of play from solitary play to more complex play and types of play including physical, constructive, creative, exploratory and imaginative play.

2	Award 2-3 marks
	<p>A good response providing:</p> <ul style="list-style-type: none"> • a clear explanation of the benefits play in promoting 3-year-old Ethan's stage of development. Including, indoor and outdoor play environments, the role of childcare workers in supporting stages of play from solitary play to more complex play and types of play.
1	Award 1 mark
	<p>A basic response providing:</p> <ul style="list-style-type: none"> • some explanation of the benefits play in promoting 3-year-old Ethan's stage of development. Including, indoor and outdoor play environments.
0	Award 0 marks
	No response attempted or nothing worthy of credit.

Task 2a

Using examples from the case study develop a training resource to help new staff in supporting the health and wellbeing of children.

You should design an informative poster that highlights the signs and symptoms of hand, foot and mouth disease. (AO2)

Indicative Content

Answers may refer to the following:

information illustrating and detailing the signs and symptoms of hand, foot and mouth disease, such as the following signs and symptoms:

- a typically mild infection which resolves within 7-10 days
- a mild to moderate fever is usually the first sign, which often begins a few days before other symptoms appear
- sore throat can accompany the fever, causing discomfort when swallowing
- red spots or small blisters often appear on the palms of the hands, soles of the feet, and sometimes on the buttocks
- painful sores or ulcers develop inside the mouth, especially on the tongue, gums, and inside of the cheeks
- other signs and symptoms may include a rash on the arms, legs, or even the genitals
- due to mouth sores, children might have difficulty eating or drinking
- painful, blister-like sores in the mouth and throat, which can make it difficult to swallow
- children may become more fussy or irritable due to the discomfort of the illness
- feeling generally unwell, tired, or weak.

Band	AO2: Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare
4	<p style="text-align: center;">Award 9-10 marks</p> <p>An excellent response. The poster:</p> <ul style="list-style-type: none"> • is detailed and effective • illustrates and fully details the signs and symptoms of: <ul style="list-style-type: none"> • hand, foot and mouth disease.
3	<p style="text-align: center;">Award 6-8 marks</p> <p>A good response. The poster:</p> <ul style="list-style-type: none"> • is effective • illustrates the signs and symptoms of <ul style="list-style-type: none"> • hand, foot and mouth disease.
2	<p style="text-align: center;">Award 3-5 marks</p> <p>A basic response. The poster:</p> <ul style="list-style-type: none"> • illustrates some evidence of the signs and symptoms of: <ul style="list-style-type: none"> • hand, foot and mouth disease.
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A limited response. The poster:</p> <ul style="list-style-type: none"> • illustrates limited evidence of the signs and symptoms of: <ul style="list-style-type: none"> • hand, foot and mouth disease.
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 2b

Evaluate the significance of health checks and assessments through the Healthy Child Wales Programme (HCWP) in identifying delays in developmental and growth concerns in children such as Ethan. (AO3)

Indicative Content

Answers may refer to the following:

The significance of health checks and assessment through The Healthy Child Wales Programme (HCWP) in relation to children such as Ethan means that development concerns are identified in a timely manner. In Ethan's case this relates to a critical stage of his development related to:

Early intervention:

- identification of concerns
- health checks focussing here on Ethan's weight concerns and potential failure to thrive, and the possibility of a child such as Ethan falling behind their peers' development.

Interventions:

- these can significantly improve a child's long-term outcomes.

Growth monitoring:

- focus on monitoring growth patterns to detect any potential issues as identified with Ethan being underweight.

Comprehensive support:

- The HCWP plays a vital role in ensuring that children, such as Ethan, and their families are connected to appropriate resources and support services e.g. referrals to specialist services, such as paediatricians, nutritionists, or child psychologists, ensuring that children receive holistic care tailored to their needs.

Universal access:

- one of the main aims of HCWP is to provide universal access to health checks for all children including Ethan, regardless of socio-economic status or background, ensuring that all children, particularly those from disadvantaged backgrounds, have equal opportunities, reducing health inequalities and promoting overall wellbeing in children in Wales.

Long-term impact:

- early identification of developmental delays and growth concerns of children such as Ethan, can prevent the escalation of issues that may affect a child's educational, social, and emotional development. Regular monitoring through the HCWP can also help to reduce the long-term burden on healthcare services by addressing any concerns early.

Band	AO3: Investigate, analyse and evaluate values, issues and provision in Health and Social Care, and Childcare, making reasoned judgements and drawing conclusions
4	<p style="text-align: center;">Award 9-10 marks</p> <p>An excellent response which:</p> <ul style="list-style-type: none"> • provides a detailed evaluation of the significance of health checks and assessments through the HCWP in identifying delays in developmental and growth concerns in children such as Ethan • makes clear and detailed reference to health promotion and early intervention, including health care, education and promotion, and immunisation / vaccination • fully considers failure to thrive and delayed development and growth concerns • appropriate conclusions are presented.
3	<p style="text-align: center;">Award 6-8 marks</p> <p>A good response which:</p> <ul style="list-style-type: none"> • provides a clear evaluation of the significance of health checks and assessments through the HCWP in identifying delays in developmental and growth concerns in children such as Ethan • makes reference to health promotion and early intervention including health care, education and promotion • considers failure to thrive and delayed development and growth concerns • generally appropriate conclusions are presented.
2	<p style="text-align: center;">Award 3-5 marks</p> <p>A basic response which:</p> <ul style="list-style-type: none"> • provides some evaluation of the significance of health checks and assessments through the HCWP in identifying delays in developmental and growth concerns in children such as Ethan • makes some reference to health promotion and / or early intervention including health care, education and / or promotion • considers delayed development and growth concerns • some appropriate conclusions are presented.
1	<p style="text-align: center;">Award 1-2 marks</p> <p>A limited response which:</p> <ul style="list-style-type: none"> • provides a limited evaluation of the significance of health checks and assessments through the HCWP in identifying delays in developmental and growth concerns in children such as Ethan • makes little reference to health promotion and / or early intervention • makes little or no reference to delayed development or growth concerns • little evidence of relevant conclusions being drawn.
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 3a

Examine how the nursery managed infection control procedures and the role of health promotion and early intervention in preventing childhood illnesses.

Indicative Content

Answers may refer to the following:

The nursery procedures for infection includes appropriate care and timely intervention, identifying symptoms, causes and treatment, infection control, including raising awareness and promoting hygiene and exclusion periods for infection control:

- the nursery staff and play worker have noticed a change in Ethan's behaviour
- based on the symptoms, they advised Ethan's mother to consult with their doctor
- following procedures of unexplained rashes being considered infectious until health advice is obtained
- following advice in line with the nursery's health and safety policy
- the nursery has a well-established sickness policy
- the staff are clear on the procedures for managing infections control, particularly in relation to childhood disease and infections
- following a visit to the doctor, Ethan's mother informed the nursery that Ethan has been diagnosed with hand foot and mouth disease
- the doctor provided Ethan's mother with information about the highly contagious nature of hand, foot and mouth disease
- the doctor emphasised the importance of maintaining good hygiene practices
- Ethan's mother was advised to keep Ethan at home and provide appropriate care until he is feeling better
- following checks on other children by the nursery's first aider, the nursery staff promptly followed infection control procedures for managing contagious and infectious diseases
- the staff continued to observe all the children for any further signs or symptoms of hand foot and mouth disease
- staff ensured that infection control practices were strictly followed
- working in partnership with parents and carers to manage the situation
- the nursery staff provided health promotion to all parents and carers to help reduce the spread of the infection.

Band	AO3 Investigate, analyse, and evaluate values, issues and provision in health and social care, and childcare, making reasoned judgements and drawing conclusions
3	<p style="text-align: center;">Award 4-5 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • a detailed examination of how the nursery managed infection control procedures and the role of health promotion and early intervention in preventing childhood illnesses, including a thorough examination of all of the following: <ul style="list-style-type: none"> • appropriate care and timely intervention • identifying symptoms • causes and treatment • infection control • raising awareness and promoting hygiene.

2	Award 2-3 marks
	<p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a clear examination of how the nursery managed infection control procedures and the role of health promotion and early intervention in preventing childhood illnesses, including an examination of most of the following: <ul style="list-style-type: none"> • appropriate care and timely intervention • identifying symptoms • causes and treatment • infection control • raising awareness and promoting hygiene.
1	Award 1 mark
	<p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • a basic examination of how the nursery managed infection control procedures and the role of health promotion and early intervention in preventing childhood illnesses, including an examination of some of the following: <ul style="list-style-type: none"> • appropriate care and timely intervention • identifying symptoms • causes and treatment • infection control • raising awareness and promoting hygiene.
0	Award 0 marks
	No response attempted or nothing worthy of credit.

Task 3b

Assess the role of Public Health Wales in promoting health and reducing the spread of infectious diseases, according to the infection control procedures carried out in Ethan's Nursery.

Indicative Content

Public Health Wales (PHW) plays a central role in promoting health and reducing the spread of infectious diseases across Wales, providing strategic direction, guidance, and support to health professionals, local authorities, and childcare settings such as Ethan's Nursery.

The primary goal of Public Health Wales is to protect public health, prevent the spread of infectious diseases, and ensure appropriate health promotion measures are in place, particularly within vulnerable groups such as children in nurseries. Infection control procedures in nurseries are essential for preventing the transmission of infections, particularly in childcare environments.

Public Health Wales offers specific guidelines and advice to childcare settings, on how to implement best practices for infection control which may include:

- regular handwashing
- cleaning and sanitisation
- illness policies
- health promotion initiatives such as vaccinations, ensuring that children are up to date with immunisation schedules
- outbreak management and observations
- training and education for staff
- collaboration and information sharing with local authorities and families.

Band	AO3 Investigate, analyse, and evaluate values, issues and provision in health and social care, and childcare, making reasoned judgements and drawing conclusions
3	<p style="text-align: center;">Award 4-5 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • a detailed assessment of the role of Public Health Wales in promoting health and reducing the spread of infectious diseases according to the infection control procedures carried out in Ethan’s nursery. The response includes a well-reasoned, informed judgement of PHW’s role.
2	<p style="text-align: center;">Award 2-3 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • a clear assessment of the role of Public Health Wales in promoting health and reducing the spread of infectious diseases according to the infection control procedures carried out in Ethan’s nursery. The response includes a reasonably informed judgement of PHW’s role.
1	<p style="text-align: center;">Award 1 mark</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • a basic assessment of the role of Public Health Wales in promoting health and reducing the spread of infectious diseases according to the infection control procedures carried out in Ethan’s nursery. The response includes a basic judgement of PHW’s role.
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 4a

It is important that children in Wales have access to good quality childcare. This task is about how professionals work to meet the needs of children in Wales to achieve positive outcomes. Your task is to carry out a classroom based investigation of a childcare setting or play service of your choice in Wales.

Present your choice of childcare setting or play service. You must consider:

- the type of setting
- access to the setting
- principles of inclusion
- safeguarding

all specific to the chosen childcare setting.

Indicative Content

Answers must refer to the choice of setting:

- types of childcare settings and / or play services: services managed by local authorities, community organisations, and schools including: Cylch Meithrin, Cylch Ti a Fi
- access to Welsh medium childcare and / or play services in Wales: accessing services for children to experience diverse, enriching accessible play areas and opportunities, including positive health and wellbeing outcomes and barriers to accessing services
- principles of inclusion: diversity and equity, promoting fair access to childcare services and ensuring that all children have opportunities for participation
- safeguarding:
 - All Wales safeguarding procedures 2019 and the role of the safeguarding process
 - understanding the importance of safeguarding while working in the childcare sector, and understand what is meant by the term ‘children and young people at risk of harm’
 - prevention or early help to address any emerging safeguarding concerns, including the duty to report.

Task 4a

Band	AO2: Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare
3	<p style="text-align: center;">Award 4-5 marks</p> <p>A very good response that demonstrates understanding of the task and the ability to apply information accurately to the context. Full consideration is given to:</p> <ul style="list-style-type: none"> • the type of setting or play service • access to the setting or play service • principles of inclusion • safeguarding.
2	<p style="text-align: center;">Award 2-3 marks</p> <p>A good response that demonstrates understanding of the task and the ability to apply information to the context. Consideration is given to:</p> <ul style="list-style-type: none"> • the type of setting or play service • access to the setting or play service • principles of inclusion • safeguarding.

1	<p>Award 1 mark</p> <p>A basic response that demonstrates understanding of the task and some application of information to the context. Some consideration is given to:</p> <ul style="list-style-type: none"> • the type of setting or play service • access to the setting or play service • principles of inclusion • safeguarding.
0	<p>Award 0 marks</p> <p>No response attempted or nothing worthy of credit.</p>

Task 4b

Clarify the role of childcare professionals in providing appropriate play environments in the childcare setting of choice.

Indicative Content

Answers **must** be relevant to the setting of choice and may refer to the following:

The role of the play workers and childcare workers in delivering key learning experiences, safety, risk assessment, supporting wellbeing, working alongside the class teacher / play worker / nursery manager / supervisor / other lead roles; assisting with activities, lesson delivery and preparing resources. They need to:

- provide age-appropriate learning opportunities through play-based activities
- support the development of cognitive, emotional, social, and physical skills
- supervise children closely to always ensure their safety
- respond quickly to emergencies and accidents
- conduct regular risk assessments of play areas and equipment
- implement safety measures to protect individuals during activities
- promote positive emotional and social development
- encourage healthy habits, such as hygiene and physical activity
- address and support individual needs
- provide a safe and nurturing environment for all individuals
- work alongside the teacher / play worker to deliver curriculum / learning goals
- ensure all children are included and engaged
- share insights about children's progress, behaviour, and needs with the teacher / play leader
- help set up, organise, and lead planned activities or games
- adapt activities to meet an individual's interests or abilities
- support children's participation and guide them through tasks or projects
- assist in the delivery of lessons or learning sessions
- support children's understanding by explaining instructions and providing encouragement
- prepare materials and resources needed for activities or lessons
- ensure resources are appropriate for a child's age and developmental stage
- maintain and organise resources
- create a supportive, safe, and enriching environment for children
- contribute to the overall development and wellbeing of children.

Task 4b

Band	AO2: Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare
3	<p style="text-align: center;">Award 4-5 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none">• a detailed clarification of the role of childcare professionals in providing appropriate play environments in the childcare setting of choice. Full consideration is given to safety, risk assessment, supporting wellbeing, working alongside the class teacher / play worker / nursery manager / supervisor, assisting with activities, lesson delivery and preparing resources.
2	<p style="text-align: center;">Award 2-3 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none">• an effective clarification of the role childcare professionals in providing appropriate play environments in the childcare setting of choice. Consideration is given to safety, risk assessment, supporting wellbeing, working alongside the class teacher / play worker / nursery manager / supervisor, assisting with activities, lesson delivery and preparing resources.
1	<p style="text-align: center;">Award 1 mark</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none">• some clarification of the role of childcare professionals in providing appropriate play environments in the childcare setting of choice. Some consideration is given to safety, risk assessment, supporting wellbeing, working alongside the class teacher / play worker / nursery manager / supervisor, assisting with activities, lesson delivery and preparing resources.
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 4c

Review the benefits of working in partnership to provide high quality childcare in your chosen setting.

Indicative Content

Answers **must** be relevant to the setting of choice and may refer to the following:

The key partnerships in childcare, supporting parents and families in their children's development, and the varied roles of professionals and specialists. The benefits of collaboration in partnership working, providing effective communication and support provision for parents and families. The key partnerships in childcare, supporting parents and families and provide a central role in children's development, providing emotional, social, and educational support along with:

- sharing information about a child's progress, needs, and concerns
- participating in activities, meetings, and decision-making.

The benefits of collaboration in partnership working are:

- improved child development
- consistent support for families
- enhanced parent engagement
- increased access to resources and services
- early identification of issues
- comprehensive support for diverse needs
- strengthened relationships between families and professionals
- better outcomes for children

- prevention and early intervention
- efficient use of resources
- effective communication and collaboration.

Task 4c

Band	AO2: Apply knowledge and understanding of concepts, values and issues in health and social care, and childcare
3	<p style="text-align: center;">Award 4-5 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none"> • a detailed review of the benefits of working in partnership to provide high quality childcare in the chosen setting. Detailed explanation of the benefits of collaboration in partnership working.
2	<p style="text-align: center;">Award 2-3 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none"> • an effective review the benefits of working in partnership to provide high quality childcare in the chosen setting. Effective explanation of the benefits of collaboration in partnership working.
1	<p style="text-align: center;">Award 1 mark</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none"> • some evidence of the benefits of working in partnership to provide high quality childcare in the chosen setting. Basic attempt of explaining the benefits of collaboration in partnership working.
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Task 4d

Consider the role of Care Inspectorate Wales (CIW) in inspecting and regulating the childcare setting of choice.

Indicative Content

Answers **must** be relevant to the chosen setting and may refer to the following:

Care Inspectorate Wales (CIW):

- completes regulation of childcare settings to ensure they meet established standards and comply with legislation
- conducts regular inspections of childcare settings, to assess the quality of care
- ensures that childcare and social care providers offer services that meet the needs of children and vulnerable individuals
- promotes improvement through feedback, recommendations, and actions taken following inspections
- promotes early intervention to identify early signs of inadequate care or potential risks through inspections
- works with other agencies, including local authorities, health services, and professional organisations, to ensure integrated care and support
- monitors safeguarding practices to ensure children are protected from harm and abuse
- provides guidance, training, and support to childcare and social care providers to help them improve their practices and maintain high standards
- encourages providers to aim for higher standards of care
- promotes better outcomes for children and vulnerable individuals
- works in partnership to deliver better outcomes for individuals.

Task 4d

Band	AO3: Investigate, analyse and evaluate values, issues and provision in Health and Social Care, and Childcare, making reasoned judgements and drawing conclusions
3	<p style="text-align: center;">Award 4-5 marks</p> <p>A very good response which demonstrates:</p> <ul style="list-style-type: none">• detailed consideration of the role of Care Inspectorate Wales (CIW) in inspecting and regulating the chosen childcare setting, including the benefits of partnership working, the provision for quality care, and early intervention in regulating social care and childcare services in Wales. Reasoned conclusions are drawn.
2	<p style="text-align: center;">Award 3-4 marks</p> <p>A good response which demonstrates:</p> <ul style="list-style-type: none">• consideration of the role of Care Inspectorate Wales (CIW) in inspecting and regulating the chosen childcare setting, including partnership working, the provision for quality care, and early intervention in regulating social care and childcare services in Wales. Some conclusions are drawn.
1	<p style="text-align: center;">Award 1 mark</p> <p>A basic response which demonstrates:</p> <ul style="list-style-type: none">• some consideration of the role of Care Inspectorate Wales (CIW), in inspecting and regulating the chosen childcare setting. Limited conclusions are drawn.
0	<p style="text-align: center;">Award 0 marks</p> <p style="text-align: center;">No response attempted or nothing worthy of credit.</p>

Mapping of tasks to unit content and assessment objectives

For use with SAM only – will be removed from live Candidate Packs

Tasks		Unit Content (sub-topic)												Mark allocation			
		3.1					3.2				3.3				Total Marks	AO2 Marks	AO3 Marks
	3.1.1	3.1.2	3.1.3	3.1.4	3.1.5	3.1.6	3.2.1	3.2.2	3.2.3	3.2.4	3.3.1	3.3.2	3.3.3	3.3.4			
Task 1(a)	x	x	x	x	x	x									5	5	
Task 1(b)		x	x	x	x	x							x	x	5	5	
Task 2(a)							x								10	10	
Task 2(b)								x		x					10		10
Task 3(a)							x		x						5		5
Task 3(b)							x								5		5
Task 4(a)											x				5	5	
Task 4(b)													x		5	5	
Task 4(c)												x			5	5	
Task 4(d)												x			5		5
Total															60	35	25

Candidate Declaration Form

Centre No:										Centre Name:	
Candidate No:										Candidate Name:	
Unit Title:											

Part A: Candidate Declaration

References: Give details of the exact source used in the assignment. Please note, if you have used the 'reference table template' found in Appendix 2 of the document named 'Conducting Non-examination Assessments in National 14-16 Qualifications – Guide for Candidates', you can simply say 'see reference table'.

Authentication Declaration

I declare that my work was completed independently and without any assistance beyond that which was permitted. All work is my own, except for any non-original material clearly credited above. This work has not been submitted for any other qualification. I have clearly referenced any sources and any Artificial Intelligence tools used in the work. I understand that false declaration is a form of malpractice.

Candidate Signature:	Date:
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Candidate Time Record Sheet

Centre No:											Centre Name:	
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Candidate No:											Candidate Name:	
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Unit Title:	
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The timed, supervised hours took place as follows:

Tasks	Dates			Time	
	DD	MM	YY	Hour	Minutes
Total					

I certify that this is a true account of time spent on this assessment.				
Assessor Name:				
Assessor Signature:			Date:	

End of Candidate Assessment Pack