

Introduction to the development of children and young people through play

Assessment marking guide

K/602/6315

4230-113



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Assessor guidance

Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx

What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

Marking guidance

Task A: Leaflet
<p>Show how play supports the children’s or young people’s development and well-being.</p> <p>Identify how the play supports children’s and young people’s well-being and development. Examples may include:</p> <ul style="list-style-type: none">• promotes interactions with others• introduces education and learning• socialisation and norms of behaviour• enables them to act out situations• uses physical energy• stimulates cognitive development• helps to develop self regulatory skills• increases confidence and independence. <p>Any other acceptable answer.</p>
<p>Show the differences between play directed by the adults and play initiated by the children or young people.</p> <p>For adult-directed play, examples may include:</p> <ul style="list-style-type: none">• sessions may be planned in advance by adults and require organisation or specialist equipment• be designed to meet particular outcomes• activities may be set by the adult and might include cutting, sticking, colouring, using worksheets etc• rules and actions are governed by the adult. <p>For child-initiated play, examples may include:</p> <ul style="list-style-type: none">• play is more imaginative• follow rules set by the child and often known only to the child• may have no pre-planned purpose or link to specific outcomes. <p>Any other acceptable answer.</p>
<p>Show how play is inclusive and stimulating.</p> <p>Examples may include:</p> <ul style="list-style-type: none">• use of different equipment and materials to suit individual needs• material and equipment suitable to age and stage of development• welcoming and safe environment• any way of playing that recognises diversity and provides ways of helping a child develop physically, socially, emotionally, cognitively or morally. <p>Any other acceptable answer.</p>

Show how the environment (where the play takes place) can support inclusive and stimulating play.

Examples may include:

- attitudes of adults present – Are they interacting in a child-friendly way? Are they taking over the activity?
- safe environment and careful use of equipment or materials
- encouragement and praise from adults
- use of equipment and materials that is age and stage appropriate
- boundaries set to enable all to join in safely and as far as they wish or are able to.

Any other acceptable answer.

Show the activities that are used to make play inclusive and stimulating.

Candidate must identify activities which can promote inclusion and are stimulating to a child.

Examples may come from:

- singing or rhyme games
- time for free play
- stories which are suitable for the children
- dressing up or imaginative games.

Any other acceptable answer.

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