



Examiners' Report/ Lead Examiner Feedback

Summer 2014

BTEC Level 1/Level 2 First Award in
Children's Play Learning and
Development

Unit 1: Patterns of Child Development
(21486E)

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General Comments

The external assessment process was judged to be straightforward. There were 1,977 entries for this examination.

Generally students showed an understanding of growth and development in children, the characteristics of children's development from birth up to eight years and how adults in early years settings can support children's development.

There were a number of questions that were misinterpreted or misread by the students and it was evident that some centres did not cover all parts of the specification.

It was clearly evident that many students struggled to present their answers as descriptions or explanations or as a discussion. Whilst a number of questions only required the students to either identify or give in their answers, students who were not able to then describe, explain or discuss where required limited the marks they were able to be awarded, as a number of questions required this skill for higher marks.

This summer 2014 examination is the first for Unit 1 within the new BTEC First Award in Children's Play Learning and Development, and it is pleasing to report that the paper performed across the grade boundaries as expected.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	18	26	34	43

Question 6

Targeted Specification Area: Learning Aim A1

This question requires a definition from the students. The requirement for the 1 mark is that students will show they understand that child development is how a child increasingly acquires skills and knowledge, which is clearly stated in the specification. A large number of students showed through their responses that they were not clear about the meaning of child development.

0 mark example:

6 Define the term 'child development':

Child development is how the child develops and if it is similar to other children or not.

One mark example:

6 Define the term 'child development':

how a child gains new skills/knowledge.

Question 7

Targeted Specification Area: Learning Aim B1

A question requiring students to simply give two examples of gross motor development for a child aged between three and five years old. This was generally answered well. Some students were incorrect for either one or both of their answers because they did not make it age specific for between three and five years of age.

One mark example:

7 Give **two** examples of gross motor development for a child between **three and five** years of age.

1 Can count upto 10

2 Can kick a large ball.

Two mark example:

- 7 Give **two** examples of gross motor development for a child between **three and five** years of age.

1 running

2 skipping

Question 8

Targeted Specification Area: Learning Aims A1
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The majority of students answered this question correctly. However, there were a number of students who were incorrect as they did not specifically state 'head circumference' but just answered 'head' or 'measuring the head.'

0 mark example:

- 8 Three measurements are taken when monitoring the growth of a child.

Height and weight are two of these measurements.

State the other measurement.

Toe to head measurement.

One mark example:

- 8 Three measurements are taken when monitoring the growth of a child.

Height and weight are two of these measurements.

State the other measurement.

Head circumference

Question 9

Targeted Specification Area: Learning Aims A1

This question was answered well by students. There are a number of factors, which determine a child's growth; the students simply had to give two factors. The majority of students gave heredity, diet (nutrition) or sleep, the minority of students gave illness, hormones or emotional influences.

One mark example:

9 Growth in children is determined by a number of factors.

Give **two** factors that determine a child's growth.

1 nutrition

2 healthy eating

Two mark example:

9 Growth in children is determined by a number of factors.

Give **two** factors that determine a child's growth.

1 sleep

2 nutrition

Question 10

Targeted Specification Area: Learning Aims B1

Students are required to simply identify the likely age of a child who recognises an ambulance and makes the connection to a hospital. The majority of students were not as specific in their answer by just stating correctly 'three and/or four years old,' but rather stated either three years or four years, but were correct. There were a significant number of students who did not get this question correct.

0 mark example:

10 A child recognises an ambulance and makes the connection to a hospital.

Identify how old the child is **likely** to be.

5 years

One mark example:

10 A child recognises an ambulance and makes the connection to a hospital.

Identify how old the child is **likely** to be.

3/4 years old

Question 11

Targeted Specification Area: Learning Aims B1
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Students are required to simply identify the likely age of a child who can now ride a bicycle without stabilisers. The majority of students were not as specific in their answer by just stating correctly 'five and/or eight years old,' but rather stated either five years, six years, seven years or eight years, but were correct. There were a significant number of students who did not get this question correct.

0 mark example:

11 A child can now ride a bicycle without stabilisers.

Identify how old the child is **likely** to be.

3 years

One mark example:

11 A child can now ride a bicycle without stabilisers.

Identify how old the child is **likely** to be.

5 years old

Question 12

Targeted Specification Area: Learning Aims B1
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This question required the students to simply identify one reflex action of a newborn baby. It was surprising to see a significant number of students incorrectly stating 'breathing' as an answer, this suggests students may not be covering this part of the specification. The most common answers identified by students were grasping, startling or rooting, often not as simple as just giving the word, but giving a small description instead e.g. when a mother strokes the baby's cheek the baby turns its head to search for her nipple. A description is not needed for just 1 mark.

0 mark example:

12 Identify **one** reflex action of a newborn baby.

move there legs

One mark example:

12 Identify **one** reflex action of a newborn baby.

Startle

Question 13

Targeted Specification Area: Learning Aims B1 & C1

This is the first question of the exam paper requiring a description as an answer. The focus of this question requires students to be age specific with the activity for Romana described. A large number of students did not focus on Romana's age in their response and gave an activity, which would be more appropriate for a younger child, e.g. snakes and ladders or another dice related game used for just adding numbers 1-6 together.

At seven years old Romana would require an activity which would support her number skills e.g. using numbers up to 100, doing simple calculations or activities for Romana to show simple reasoning. Students had the opportunity to gain 2 marks for a description; many students however just identified the activity and took their answer no further for the second mark.

One mark example:

13

Romana is seven years old and is reaching the expected milestones.

Describe **one** activity that could be used to support Romana's number skills.

You could make her collect money in a money jar and when it gets to a certain amount you can count the money together
(Total for Question 13 = 2 marks)
and the reward if she was correct would be to spend the money inside.

Two mark example:

13

Romana is seven years old and is reaching the expected milestones.

Describe **one** activity that could be used to support Romana's number skills.

you could make a game, use dice and with the numbers you could times, divide, add and subtract to see what the highest number you could get
(Total for Question 13 = 2 marks)

Question 14

Targeted Specification Area: Learning Aims B1 & C1

This question is similar in style to Q13. Students are required to describe one activity that could be used to support two-year-old Ali's language development. The focus of this question requires students to be age specific with the activity for Ali. A significant number of students responded incorrectly as they identified or described an activity that was not correct for Ali's age of two years old e.g. getting Ali to read.

The majority of correct answers identified or described an activity based around the adult reading to Ali whilst Ali looks at the book. Students had the opportunity to gain 2 marks for a description; many students however just identified the activity and took their answer no further for the second mark.

One mark example:

14

Ali is two years old and is reaching the expected milestones.

Describe **one** activity that could be used to support Ali's language development.

to support Ali's language development you could read stories to him, and also get him to ^{identify} ~~identify~~ simple words in the story that he understands.

Two mark example:

14

Ali is two years old and is reaching the expected milestones.

Describe **one** activity that could be used to support Ali's language development.

An activity that supports Ali's language development could be reading books to him so that he will pick up the vocabulary quicker at a young age.

Question 15

Targeted Specification Area: Learning Aims B1 & C1

This is the first question of the exam paper requiring an explanation as an answer. The question has an age related focus, Josh is three years old and he is at nursery. Students are required to explain one way in which the early years professionals at nursery could support Josh's emotional and social development. This question was answered well by students with a variety of correct ways identified. Students often did not develop this further to give the explanation for the second mark.

One mark example:

15

Josh is three years old and enjoys attending a nursery.

Explain **one** way in which early years professionals could support Josh's 'emotional and social development'.

Being a positive role model and ensuring he is included at all times.

Two mark example:

15

Josh is three years old and enjoys attending a nursery.

Explain **one** way in which early years professionals could support Josh's 'emotional and social development'.

Giving new activities to do on different days, for example, Monday = outdoor play Tuesday = home corner play. This can help ^{him} socialise with other children and whether he likes to play in the home corner.

Question 16

Targeted Specification Area: Learning Aims B1 & C1

The question has an age related focus, Saskia is seven years old and she enjoys physical education classes at school. Students are required to explain how the physical education classes may help to develop Saskia's gross motor skills in their answer. Many students only identified rather than developing their response into an explanation for the second mark.

One mark example:

16

Saskia is seven years old. She enjoys physical education classes at school.

Explain how physical education classes may help to develop Saskia's gross motor skills.

Physical education classes will help develop Saskias gross motor skill because it involves movement of the large limbs such as arms and legs.

Two mark example:

16

Saskia is seven years old. She enjoys physical education classes at school.

Explain how physical education classes may help to develop Saskia's gross motor skills.

They will help her reach the physical development ~~is~~ norms for her age.

Question 17

Q17(a)

Targeted Specification Area: Learning Aims B1

At the start of Q17 there is a small case study about Saira who is six years old. This case study is relevant to Q17 (a), (b) and (c).

The focus is about transitions and how these can impact upon a child's development. Saira has experienced two transitions: she started a new school and her parents have recently fostered a two-year-old girl.

For this question, students are required to describe the effect of one of these transitions on Saira's emotional and social development. A large number of students correctly identified an effect, however, often this was as far as the response would go and the required description for the second mark was not attempted.

One mark example:

17

Saira is six years old and has experienced a number of transitions: she has started a new school and her parents have recently fostered a two-year-old girl.

(a) Describe the effect of **one** of these transitions on Saira's 'emotional and social development'.

(2)

a new member in the family would make her upset as the 2 year old is younger and will get more attention. She will feel shy as will think her sister is better. Or she might be very happy

Two mark example:

17

Saira is six years old and has experienced a number of transitions: she has started a new school and her parents have recently fostered a two-year-old girl.

(a) Describe the effect of **one** of these transitions on Saira's 'emotional and social development'.

(2)

Saira started a new school and may not know anyone, and struggle to make friends if she's shy. Leaving her upset due to lack of friends.

Q17(b)

Targeted Specification Area: Learning Aims B1 & C1

Students are required to explain one way in which Saira's parents could minimise the impact of either transition on Saira's emotional and social development. A large number of students correctly identified one way and developed an explanation from this. A significant number of students identified two ways with no developed explanation. Marks are only awarded for one way (1 mark) and the explanation (1 mark). Two marks cannot be given for two identifications.

One mark example:

(b) Explain **one** way in which Saira's **parents** could minimise the negative impact of either transition on Saira's 'emotional and social development'.

(2)

they could possibly try give attention to both of the girls and show that the parents have a lovely bond with both children.

Two mark example:

(b) Explain **one** way in which Saira's **parents** could minimise the negative impact of either transition on Saira's 'emotional and social development'.

(2)

The parents could take her to a park to bond with her foster sister and buy her dolls to pretend its them, this would make her feel positive about having a new sister.

Q17(c)

Targeted Specification Area: Learning Aims B1 & C1

Students are required to explain one way in which Saira's teachers could minimise the impact of either transition on Saira's emotional and social development. A large number of students correctly identified one way and developed an explanation from this. A significant number of students identified two ways with no developed explanation. Marks are only awarded for one way (1 mark) and the explanation (1 mark). Two marks cannot be given for two identifications.

One mark example:

(c) Explain **one** way in which Saira's **teachers** could minimise the negative impact of either transition on Saira's 'social and emotional development'.

(2)

The teacher could help Saira by setting pair/group activities so Saira had a chance to socialise with the other children.

Two mark example:

(c) Explain **one** way in which Saira's **teachers** could minimise the negative impact of either transition on Saira's 'social and emotional development'.

(2)

They could tune into her interests and get other children at her new school to join in with activities so she makes friends and feels cared for.

(Total for Question 17 – 6 marks)

Question 18

Q18(a)

Targeted Specification Area: Learning Aims A1

This question requires a definition from the students. The requirement for the 1 mark is that students will show they understand the meaning of the term communication and language development.

A large number of students showed through their responses that they were not clear about the meaning of communication and language development. Significant numbers of students did not 'quite' give the full definition correctly and so were awarded no mark. Responses had to include the development of a child's speech, reading and writing, as is clearly stated in the specification.

0 mark example:

18

Peter is four years old and has started going to playgroup. Early years practitioners have noted that he is showing the 'communication and language development' of a three year old.

(a) Define the term 'communication and language development'.

(1)

How their speech is e.g at two years you are joining words at 3 it is simple sentences.

One mark example:

18

Peter is four years old and has started going to playgroup. Early years practitioners have noted that he is showing the 'communication and language development' of a three year old.

(a) Define the term 'communication and language development'.

(1)

Its about speaking, listening, showing active listening and signing. Its also about reading and writing.

Q18(b)

Targeted Specification Area: Learning Aims B1 & C1

This question demands more of the students as they now have to consider the small case study at the start of Q18, which is about four year old Peter who is showing the communication, and language development of a three year old. The student's response needs to be an explanation to be awarded the two marks.

A significant number of students correctly identified one way the adults at playgroup could help to support Peter's communication and language development by suggesting an activity that is age specific. Many students did not develop an explanation from this identification for the full two marks, but instead identified two ways the adults at playgroup could help support Peter's communication and language development. Marks are only awarded for one way (1 mark) and the explanation (1 mark). Two marks cannot be given for two identifications.

One mark example:

(b) Explain **one** way that the adults at the playgroup could help to support Peter's 'communication and language development'.

(2)

They could support his communication and language by getting him to read books or go to story time groups.

Two mark example:

(b) Explain **one** way that the adults at the playgroup could help to support Peter's 'communication and language development'.

(2)

read him stories to improve his language skills and listening, it will also help his vocabulary and help him to put words together, and sentences

Q18(c)

Targeted Specification Area: Learning Aims A2, B1 & C1

Students are required to further develop the information from Q18(b) in this question by showing they understand how areas of development are linked and how each area may complement each other e.g. how Peter's communication and language development may affect his social development.

There is an extra consideration required about Peter's delay with his communication and language development. Students need to give two explanations for the full 4 marks available. A significant number of students correctly identified one or two ways in which the delay in Peter's communication and language development affects his social development and from this some did develop the one or two identifications into one or two explanations. A number of students repeated their first answer in their second answer and were so only able to gain a maximum of 2 marks.

Two mark example:

(c) Explain **two** ways in which the delay in Peter's 'communication and language development' may affect his social development.

(4)

1 Other children might not understand him so they might ignore him, therefore will have no confidence low self esteem and self concept so will not want to get involved or socialise with others.

2 Other children might avoid him so he won't want to attend anymore.

Three mark example:

- (c) Explain **two** ways in which the delay in Peter's 'communication and language development' may affect his social development.

(4)

1 If Peter is not able to use the right English language he may not be able to communicate with other children as they may not understand therefore would not listen.

2 If a specific activity requires requires talking English and communicating with either staff or the other children and Peter has a delay in his communication and language development he may not feel comfortable in taking part so he would not be social with other classmates

(Total for Question 18 = 7 marks)

Question 19

Q19(a)

Targeted Specification Area: Learning Aims B1

This question, despite its simplicity was not answered well. The majority of students gave any cognitive skills from birth to two years old in their answer, however it states Boris is eighteen months old and so the responses should be the cognitive skills Boris would be expected to have developed by the time he is two years old. This requires students to be clear about age specific cognitive development. A large number of students gave 'other' development areas or skills and not cognitive e.g. gross motor skills.

One mark example:

19

Boris is eighteen months old.

- (a) Give **two** cognitive skills Boris would be expected to have developed by the time he is two years old.

(2)

1 Able to recognise voices e.g. his mother's voice / his father's.

2 point out characters e.g. if he saw Peppa Pig on a poster (if he had watched it) he could say it was her.

Two mark example:

19

Boris is eighteen months old.

(a) Give **two** cognitive skills Boris would be expected to have developed by the time he is two years old.

(2)

1 exploring objects by playing in the mouth to
solve what the object is.

2 Locomotor for toys behind him.

Q19(b)

Targeted Specification Area: Learning Aims A2 & B1

The case study about Boris develops further for Q19(b) by introducing Kris, Boris's sister who is seven years old. Kris has problems reading which affects her confidence, she enjoys swimming as she is strong swimmer and she belongs to a local children's swimming club.

Students are required to explain two benefits of swimming for Kris's emotional development. Similar to Q18(c) students have to consider how one area of development is linked to another e.g. physical (swimming) and emotional development.

There are 4 marks available for this question for an explanation of two benefits to Kris's emotional development because of swimming. A significant number of students answered this question well with two correct identifications for 2 marks and/or at least one developed explanation for a total of 3 marks. Some students incorrectly included too much information regarding confidence in their responses, often repeating themselves or just repeating the case study information.

Two mark example:

Kris is Boris's sister. Kris is seven years old and has problems reading, which affects her confidence. Kris enjoys swimming. She is a strong swimmer and belongs to the local children's swimming club.

(b) Explain **two** benefits of swimming for Kris's emotional development.

(4)

The benefits of swimming for Kris are that it will make her feel good about herself and have better self esteem. Also, as she belongs to her local swimming club it gives her a better opportunity to be around others letting her express her emotions to others.

Four mark example:

Kris is Boris's sister. Kris is seven years old and has problems reading, which affects her confidence. Kris enjoys swimming. She is a strong swimmer and belongs to the local children's swimming club.

(b) Explain **two** benefits of swimming for Kris's emotional development.

(4)
She is able to make friends with children who have the same interests as her, this lets her able to speak to other children about her interests, developing her confidence and feels a part of something.
It also helps her to know that there is something she is good at, because she struggles in reading, and that being a strong swimmer is something be proud of helping her self-esteem and confidence.

Question 20

Targeted Specification Area: Learning Aims A1, A2, B1 & C1

Students are required to consider all areas of the specification and all areas of development in their response to this question. This is the only 'discuss' question on the exam paper, which gives the students the opportunity to show their knowledge and skills. The focus of this question is 'holistic' development and how adults can positively influence this in an early years setting.

A large number of students included a number of areas of development with examples of how adults can positively influence this, mainly as a list. It was not always clear that students understand what 'holistic' means.

Some students explicitly stated what holistic development means and then developed a good response including examples of how adults could influence this across many, if not all, areas of development.

Three mark example:

20 Discuss how children's holistic development can be positively influenced by adults in an early years setting.

Holistic development is looking at the development of a child as a whole. So it can be positively influenced in early years settings.

This would involve the child's speed of development and seeing if any area ^{of development} is delayed, Physical development, Intellectual (cognitive), language, emotional and social development are all linked together meaning the adults need to make sure the child is happy and loved also in a daily routine to help them to know what's happening throughout the day also giving them independence. ~~FE~~ ^{every} child has different needs so it needs to be inclusive if a child ~~was~~ in a wheelchair can join in, in the same activities would support emotional development.

(Total for Question 20 = 8 marks)

Six mark example:

20 Discuss how children's holistic development can be positively influenced by adults in an early years setting.

Holistic development is seeing the child's development as a whole. It can be positively influenced by adults physically ^{gross} by setting up climbing frames, skipping ropes and for fine motor by setting up pens, paper, gluing, sticking activities. It could also be influenced intellectually (cognitive) by putting out coloured blocks, shapes and number games to get them to think and remember. The adult could support the child with their language development by providing them with books to read, writing activities, getting them to work together so they talk to each other. The adult could support them emotionally by showing them affection and a key person to ensure all the emotional needs are met. The adult could support them socially by doing group activities which include working together and getting involved. These will all be positive.

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