

# Examiners' Report/ Lead Examiner Feedback

January 2015

NQF BTEC Level 1/Level 2 Firsts in  
Children's Play Learning and  
Development

Unit 1: Patterns of Child Development  
(21486E)

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## General Comments

Evidence demonstrated that learners showed a general understanding of patterns of growth and development of children from birth to eight years. There was also evidence learners were able to link theory to practical situations in early years settings in a range of responses.

There were a number of questions that may have been misinterpreted by learners resulting in responses that did not gain marks or attracted few marks. This was particularly evident in more challenging questions requiring learners to apply knowledge to situations. There was some evidence suggesting that some centres were teaching terminology and content outside the scope of the specification having an effect on learners' ability to attract higher marks.

Learners were able to achieve marks for questions requiring them to identify age ranges, specific milestones and other key information; however some learners struggled to provide expansions and elaborations in a number of responses.

## 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	15	23	31	39

## Question 6

### Targeted Specification Area: Learning Aim: A1

This question required learners to state what they understand social development to mean. The required mark for this question was **one** and most learners were able to identify development of friendships/relationships with awareness of role models. Some learners also provided responses of co operation/turn taking and interacting with others to gain one mark. Those learners failing to gain a mark usually referred to communicating with other children.

0 mark example

6 State what is meant by the term 'social development'.

When a child develops develops Communicating  
or playing with other people.

2 mark example

6 State what is meant by the term 'social development'.

Social development is how children develop around other  
people, for example making friends.

## Question 7

### Targeted Specification Area: Learning Aim: B1

This question required learners to identify **two** examples of emotional and social developmental milestones a child would reach by 18 months of age. There were mixed responses for this question as some learners clearly struggled to identify correct milestones. However many learners were able to achieve at least 1 mark for this 2 mark question.

0 mark example

7 Grant is 12 months old and developing as expected.

Give **two** examples of emotional and social development milestones that Grant should reach in the next six months, when he will be 18 months old.

1. An emotional milestone is being able to signal or make it obvious that ~~every one~~ <sup>he is</sup> happy or sad ~~etc.~~ etc.
2. A social milestone is being around strangers or new places and being okay with it.

2 mark example

1 Plays alone

2 Unable to wait for needs to be met

### Question 8

<b>Targeted Specification Area: Learning Aim: A1</b>
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This question required learners to provide **one** reason for the use of milestones and in the main responses were consistent with the specification with learners being able to provide correct responses for a total of one mark.

0 mark example

8 Give **one** reason why early years practitioners use norms or milestones.

early years practitioners use norms or milestones because when working with young children big development changes happen in their life so they can capture those moments.

1 mark example

8 Give **one** reason why early years practitioners use norms or milestones.

early years practitioners use norms or milestones to make sure ~~the~~ a child is developing the right skills ~~at~~ ~~the~~ at the right speed for their age.

## Question 9

**Targeted Specification Area: Learning Aim: A1**

This question focused learners on the reason for using a centile chart. Many learners were able to correctly identify the correct responses from the specification. Those failing to achieve the one mark for this question used terminology such as 'measurement' or 'keep track of progress'.

0 mark example

9 Identify the reason for using a centile chart.

Shows different development stages.

1 mark example

9 Identify the reason for using a centile chart.

to check keep a recording of height weight, head circumference.

## Question 10

**Targeted Specification Area: Learning Aim: B1**

This one mark question asked learners to identify the fine motor skill a child would be able to achieve when picking small objects. Most learners were able to correctly identify the correct response, **pincer grasp**. Incorrect responses identified other grasps eg 'tripod' 'palmer'

0 mark example

10 Scarlett is starting to pick up small objects. What fine motor skill is she using?

grasp, she is picking up with the palm of her hand. (Total for Question 10 = 1 mark)

1 mark example

10 Scarlett is starting to pick up small objects. What fine motor skill is she using?

Pincer grip

## Question 11

**Targeted Specification Area: Learning Aim: B1**

Some learners struggled to correctly identify the response for this one mark question with some responses being outside the specification (e.g. 8-10 years).

0 mark example

11 What is the expected age of a child who has just started to jump with two feet together from a low step?

12 months. 6-9 months.

1 mark example

11 What is the expected age of a child who has just started to jump with two feet together from a low step?

2 1/2 years old.

## Question 12

**Targeted Specification Area: Learning Aim: B1**

Many learners struggled to identify what was meant by 'conservation' and provide an elaboration for the 2 marks. A number of responses incorrectly identified conservation as being an understanding of numbers, values, and basic maths.

0 mark example

12 A child can 'conserve' quantities and numbers. Describe what is meant by this.

they can take in the information of numbers and you know if they're developing as they supposed to.

2 mark example

12 A child can 'conserve' quantities and numbers. Describe what is meant by this.

Conserving quantities of numbers is like understanding that there are four apples but if they are arranged differently there will still be four apples.

### Question 13

**Targeted Specification Area: Learning Aim: B1**

Most learners were able to correctly identify the correct age range for this one mark question. Acceptable responses included ages within the age range (5, 7 years) or age ranges within the correct range of 5-8 years, eg. 6-7 years.

0 mark example

13

Siraj enjoys doing gymnastics. He can hop and jump confidently and balance on a beam.

Which age range is Siraj likely to be within?

8 - 9 years

1 mark example

Which age range is Siraj likely to be within?

6-7 years.



## Question 14

### Targeted Specification Area: Learning Aim: B1

Many learners were able to correctly explain two ways that an early year's practitioner could support communication and language development for this 4 mark question. However, some learners struggled to provide appropriate developments of their responses to gain full marks providing responses that were either outside the specification or relating to another area of development e.g. social and emotional.

2 mark example

14

Ava has recently started in reception class at school.

Explain **two** ways in which early years practitioners could support Ava's communication and language development at school.

1 They could plan a group activity e.g. circle time, so everyone has to say a little bit about themselves.

2 They could also do some staging activities story time when she gets a book read to her and she says what she likes about it.

(Total for Question 14 = 4 marks)

4 mark example

Explain **two** ways in which early years practitioners could support Ava's communication and language development at school.

1 They could sing nursery rhymes with Ava to help her remember words in a fun way.

2 They could tell her stories so that she can be introduced to new words and learn how to structure sentences properly.

## Question 15

**Targeted Specification Area: Learning Aim: A1**

For this two mark question learners were required to identify **one** way that a child could be supported in the role play area with an appropriate explanation of a developed explanation of how this support would help the child.

Many learners were able to identify correct responses gaining 2 marks for this question but some learners struggled to identify developed linked explanations. Some learners repeated the question and others provided responses that were not age appropriate for a two year old child.

0 mark example

15

Abdul is two years old. He is unsettled at nursery.

Explain **one** way Abdul can be supported when playing in the role-play area.

Give him customs and props  
for him to use to make it feel  
more real for him.

2 mark example

Explain **one** way Abdul can be supported when playing in the role-play area.

They can support Abdul <sup>letting him</sup> by choosing who and what  
character he wants to be and also can encourage  
playing mummy's Daddy's so he feels more  
comfortable and more settled ~~like~~ like he would be at  
home.

(Total for Question 15 = 2 marks)

**Question 16 (a)**

**Targeted Specification Area: Learning Aim: C1**

Many learners were able to correctly identify two transitions gaining the two marks available.

0 mark example

16

Peter is seven years old and has started a new school. His grandfather has recently moved to Spain. He is very close to his grandfather. Peter has become emotionally withdrawn.

(a) Identify **two** recent transitions Peter has experienced.

(2)

1 <sup>change in</sup> ~~Moving schools~~ his Social development

2 <sup>change in his</sup> ~~granddad moving away~~ emotional development

2 mark example

(a) Identify **two** recent transitions Peter has experienced.

(2)

1 Starting a new school

2 Grandfather moving away

## Question 16 (b)

### Targeted Specification Area: Learning Aim: C1

This question was an extension from 16(a) requiring learners to explain **two** ways that adults could help minimise the impact of transitions for the child. Many learners were able to identify appropriate ways/activities gaining 2 marks for this 4 mark question. However some learners were unable to correctly provide an appropriate linked developed answer to gain full marks

2 mark example

(b) Explain **two** ways in which adults could minimise the impact of these transitions on Peter's emotional and social development.

1 Adults could take his mind off the transitions<sup>(4)</sup> by doing fun activities such as painting or drawing.

2 Emotionally, they could sit down and talk to him or read a book which has a similar situation to his.

4 mark example

(b) Explain **two** ways in which adults could minimise the impact of these transitions on Peter's emotional and social development.

1 Adults could help Peter feel more settled<sup>(4)</sup> at school by encouraging friendships and games that he can participate in to regain his self-esteem.

2 Adults can help Peter feel less emotionally withdrawn with his Grandfather's move by encouraging him to talk about it and how he feels, which may improve his self-concept.

### Question 16 (c)

#### Targeted Specification Area: Learning Aim: B1

This question required learners to explain **two** ways that the child's language development may be affected attracting a total of 4 marks. Although many learners were able to correctly identify affects on language development some learners did not gain full marks as they were unable to identify a linked developed explanation.

2 mark example

(c) Explain **two** ways that Peter's emotionally withdrawn state may affect his language development.

(4)

- 1 If Peter does not feel happy, he is less likely to want to talk to people. ~~not~~ This will also affect his social development.
- 2 If he doesn't feel happy, he might not want to do anything. This will probably affect his confidence as well as his independence.

4 mark example

(c) Explain **two** ways that Peter's emotionally withdrawn state may affect his language development.

(4)

- 1 Peter may feel he can't talk to anyone or may feel he doesn't want to talk to anyone which will isolate him therefore he can't develop any new words or learn how to read or write making him feel unhappy.
- 2 Peter may not want to listen to anyone or talk or read any books therefore Peter's language development may not develop like it should do and Peter could fall behind also Peter won't be able to learn how to develop his reading and writing further.

(Total for Question 16 = 10 marks)

**Question 17(a)**

**Targeted Specification Area: Learning Aim: B1**

Most learners were able to provide a correct response that related directly to the specification.

0 mark example

17

Kath is almost three years old. She had a broken right arm and was in plaster for four months. Kath is right-handed. Her plaster has recently been removed and she is showing reduced fine motor development for her age.

(a) Give **one** way being in plaster may have affected Kath's fine motor skills.

(1)

The plaster was on her right-hand.

1 mark example

(a) Give **one** way being in plaster may have affected Kath's fine motor skills.

(1)

could not grasp a pen

**Question 17 (b)**

**Targeted Specification Area: Learning Aim: B1**

Many learners were able to provide examples of activities and include an appropriate linked description for this question gaining the maximum two marks for this question.

0 mark example

(b) Describe **one** activity that adults could provide to help support Kath's fine motor development.

(2)

Ask Kath to colour in pictures  
create a story. This will increase the  
movement of her fingers allowing her  
fine motor skills to increase.

2 mark example

(b) Describe **one** activity that adults could provide to help support Kath's fine motor development.

(2)

Building blocks could be provided by adults to support Kath's fine motor skills as she has to use a range of different grips and grasps like the palmer grasp and pincer grip to assemble her tower or creation.

Question 18 (a)

**Targeted Specification Area: Learning Aim: B1**

To gain a total of 2 marks for this question, learners needed to describe **one** emotional and social milestone a child would be expected to achieve between four and five years of age.

Many learners referred to an awareness what others were thinking and development of **close** friendships. There were some learners failing to gain marks as they identified 'friendships' and not 'close friendships' which is referred to in the specification.

0 mark example

18

Harry is four years old.

(a) Describe **one** emotional and social milestone Harry will be expected to meet between four and five years of age.

(2)

He will be expected to have friends that he can talk to about his emotions and can comfort each other.

1 mark example

(a) Describe **one** emotional and social milestone Harry will be expected to meet between four and five years of age.

(2)

He should have at this stage a "Best Friend" that he likes to play with during school.

2 mark example

(a) Describe **one** emotional and social milestone Harry will be expected to meet between four and five years of age.

(2)

Harry should have developed strong friendships and relationships, ~~and~~ showing feelings and concerns for these people.

Question 18 (b)

**Targeted Specification Area: Learning Aim: B1**

For this 4 mark question, learners were required to explain **two** ways that story time could develop cognitive development.

Many learners were able to provide responses that identified an affect on cognitive development although there were many learners who were unable to provide a developed explanation to gain the full 4 marks.

Those learners not gaining marks for this question responded with questions outside the specification or referring to other areas of development e.g. communication and language; social development.

0 mark example

Harry is reaching the expected milestones. He enjoys story time and actively joins in by asking lots of questions.

(b) Explain **two** ways in which story time could help Harry's cognitive development.

(4)

1 Story time could help Harry gain better english skills by providing/introducing new words and more of a formal attitude.

2 Story time could also help Harry because he can then gain good reading skills and listening skills.



2 mark example

(b) Explain **two** ways in which story time could help Harry's cognitive development.

(4)

- 1 Allows him to think of the story in his head, picturing what could happen next.
- 2 Asking lots of questions shows that he is interested in the depths of the story and characters, he is thinking about the plot and questioning it, therefore developing cognitive skills

(Total for Question 18 = 6 marks)

## Question 19

**Targeted Specification Area: Learning Aim: A1, B1, C1**

This question required responses that would draw on consolidated knowledge of Unit 1 content where learners were asked to assess the importance of adults in supporting children's physical development. This was a broad question attracting a total of 8 marks with a high demand level and illiciting varied responses.

Many learners focused on gross and fine motor development and discussed how this area of development would relate holisitically to other areas of development.

Though many learners were able to successfully provide examples of other areas of development they did not specifically relate to the importance of the adult's role or consequences for lack of support.

Many learners' focus was soley upon physical gross and fine motor development and in providing appropriate activities. As a result many learners failed to achieve more than 4 marks for this question.

6 mark example

19 Assess the importance of adults in supporting children's physical development ~~use appropriate~~

Supporting children's physical development is very important. If physical development is not supported it can cause problems. Supporting growth in children is important because it links to physical development. Ways adults can support growth is by providing nutritious meals. This is important because it will give the children vitamins and energy to help them be active. If the ~~adult~~<sup>adult</sup> does not support through this the child may be inactive as they'll have no energy. Furthermore it is very important for adults to support physical development by providing regular sleep intervals. Children grow in their sleep and also gain energy and concentration. If children don't get enough sleep they will lack concentration and energy which may make them too tired to be active. Also it is important to support children's physical development because they can practice their gross and fine motor skills. This will help them keep up to date with their physical development and let them reach their milestones. Another reason adults should support physical development is because it gives the opportunities to be outdoors. This is important because it will let the child have fresh air and also will encourage them to explore the environment through touching, seeing and hearing. Also sun gives off vitamins for the child so they will be gaining vitamins whilst outdoors. Finally my last reason why it is important to support physical development is so that children can exercise. If children are outside exercising they will be helping themselves as it will keep them fit and healthy and using energy they've stored.

4 mark example

**19** Assess the importance of adults in supporting children's physical development

Adults should support a child's physical development because it has so many benefits. One of the benefits of physical development is that it helps the child in their everyday life. They will need to walk most of the time, run for the bus, carry and push and pull objects. Another benefit is that it helps their muscles grow and help develop their gross and fine motor movements. It will in turn help make them feel healthy and fit for life and help them with writing in class. Another benefit of physical development is that it helps a child's balance and hand-eye co-ordination. This will reduce the amount of falls and accidents the child will have if they work on their balance. ~~Their~~ <sup>Their</sup> hand-eye will help them see clearly. It can also help develop their emotional, social and cognitive area because they meet new people and work in a team and talk to ~~for~~ <sup>their</sup> team mates, makes them mentally aware and they develop emotional bonds with their team mates.

3 mark example

19 Assess the importance of adults in supporting children's physical development

physical development.

- fine/gross motor skills
- hand eye co-ordination
- balance
- out door play.

Adults can support children's physical development by setting activities outside which allows children to develop their gross motor skills and hand eye coordination.

It is important that adults set the children time to do P.E. which will help them gain control of their balance and gross motor skills. Adults supporting children's fine motor skills by allowing them to eat with a knife and fork and setting activities such as threading a needle or drawing. The importance of having support from one adult when helping a child's physical development is because they need to be shown first how to do these things like using a knife and fork or threading a needle. So without the support of an adult the development might be delayed.

(Total for Question 19 = 8 marks)

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