

Examiners' Report/ Lead Examiner Feedback

June 2015

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

Unit 1: Patterns of Development
(21486E)

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General Comments

The external assessment process was considered to be appropriate and straightforward. There were 2, 946 entries for this examination.

Evidence demonstrated that students showed a general understanding of patterns of growth and development of children from birth to eight years. There was also evidence students 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 students resulting in responses that did not gain marks or attracted few marks. This was particularly evident in more challenging questions requiring students to apply knowledge to situations.

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

Overall evidence suggests that students have achieved higher grades in this series and demonstrated high levels of knowledge and consolidation. Those achieving higher grades were able to apply knowledge to practical situations in a focused manner making good links to other areas of development. Achievement is well within 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 | 19 | 26 | 33 | 40 |

Question 6

Targeted Specification Area: Learning Aim: A1

This question required learners to identify what the term 'fine motor development' meant. The required mark for this question was 2. Some good responses with students making appropriate links and examples. Those failing to achieve 2 marks were not able to make appropriate links or providing responses that did not answer the question

0 mark example

Response does not relate to the question

6 State what is meant by the term 'fine motor development'.

That means the children's can
be communicate to together and
playing games, painting together, is
communicate.

1 mark example

Response has only identified small muscles not movement of fingers/toes/hands etc

6 State what is meant by the term 'fine motor development'.

Fine motor development are the small
muscles in the body. For example picking
up objects is a part of fine motor
development

2 mark example

6 State what is meant by the term 'fine motor development'.

Fine Motor development is when you use your fingertips
e.g. holding a pencil to write

Question 7

Targeted Specification Area: Learning Aim: B1

This question required students to provide **two** examples of cognitive development expected of a child aged 5 years over the next three years. There were some mixed responses some providing good examples, generally focusing on maths, and simple reasoning examples. Those not attracting marks did not answer the question or focused on other areas of development e.g. social and language.

0 mark example

7 Rebecca is five years old and reaching expected milestones.

Give **two** examples of cognitive development expected in the next three years, when Rebecca will be eight years old.

1 Rebecca will be more developed intellectually she will be able to be independent in her work and not to rely on others

2

(Total for Question 7 = 2 marks)

1 mark example: 1 mark given for problem solving

7 Rebecca is five years old and reaching expected milestones.

Give **two** examples of cognitive development expected in the next three years, when Rebecca will be eight years old.

1 Being able to write her name and sentences correctly.

2 Being able to problem solve situations she may come across appropriate to her.

(Total for Question 7 = 2 marks)

2 mark example

Though the response repeats being able to count up to 100 the second mark is given as the response states that Rebecca will be able to solve equations.

7 Rebecca is five years old and reaching expected milestones.

Give **two** examples of cognitive development expected in the next three years, when Rebecca will be eight years old.

1 Rebecca will be able count up to 100 on her own

2 She will be able to solve equations with numbers up to 100.

(Total for Question 7 = 2 marks)

Question 8

Targeted Specification Area: Learning Aim: A2

Question 8 required students to explain one way language development links to another area of development.

Some very good responses were given. Where students failed to gain marks was in relating language to communication development or for failing to provide an explanation of how language links to another area. The majority of responses related to social development.

0 mark example

8 Explain **one** way in which language development links to another area of development.

language is linked to communication as language is learning and is used to communicate to other children.

1 mark example

8 Explain **one** way in which language development links to another area of development.

language development ^{links} ~~links~~ to ~~another~~
social development because children
are learning words.

2 mark example

8 Explain **one** way in which language development links to another area of development.

Language development links to emotional and social
development because language skills can help you to
communicate with others and to build relationships.

Question 9

Targeted Specification Area: Learning Aim: A1

This question required learners to give **two** ways growth is determined. There were a number of good responses to this question. However the number of lines given to answer the question may have given students the impression more elaborative answers were required as evidenced by some responses given.

0 mark example

9 Give **two** ways growth is determined.

1 The way they behave towards others

2 The way they act around other people.

(Total for Question 9 = 2 marks)

1 mark example

9 Give **two** ways growth is determined.

1. growth is measured when a baby is born they are measured by the circumference and length.
2. The baby is regularly checked on a growth chart.

2 mark example

9 Give **two** ways growth is determined.

1. height

2. head circumference

2 marks example: Illustrating a more elaborative answer.

9 Give **two** ways growth is determined.

1. By measuring the circumference of a child's head as they grow will determine their growth.
2. Measuring the child's height will also determine growth in a child, Or by measuring weight of a child.

(Total for Question 9 = 2 marks)

Question 10 (a)

Targeted Specification Area: Learning Aim: B1

This was a three part question which asked students a basic recall question of the age of a child who could master specific skills. There were wide ranging responses with a near equal distribution of correct and incorrect responses

(a) Comprised many mixed responses with a focus on 3 years plus.

0 mark example

10 What is the likely age of child who has started to:

(a) use a tripod grasp?

(1)

3-4 years

1 mark example

10 What is the likely age of child who has started to:

(a) use a tripod grasp?

(1)

3
~~2~~ years

Question 10 (b)

0 mark example

(b) roll over from back to front?

(1)

1 year

1 mark example

(b) roll over from back to front?

(1)

6 months

Question 10 (c)

0 mark example

(c) look for dropped objects?

(1)

18 months

(Total for Question 10 = 3 marks)

1 mark example

(c) look for dropped objects?

(1)

9 months.

(Total for Question 10 = 3 marks)

Question 11

Targeted Specification Area: Learning Aim: C1

This question required students to describe **one** way that adults can support children's physical development.

Whilst a number of students were able to provide a response gaining 1 mark extensions made were weak or did not relate. A majority of correct responses provided 'outdoors' and 'nutrition'.

0 mark example

11 Children's physical development can be supported by providing them with activities.

Describe **one** other way adults can support children's physical development.

Adults can support children's physical development by drawing with them, to help with their fine motor movements.

1 mark example

11 Children's physical development can be supported by providing them with activities.

Describe **one** other way adults can support children's physical development.

Another to support children's physical development is to encourage to try different things. For example get to play outside in the garden maybe with friends or other siblings. Maybe get them to ride their bike or learn to swim.

(Total for Question 11 = 2 marks)

2 mark example

11 Children's physical development can be supported by providing them with activities.

Describe **one** other way adults can support children's physical development.

Adults can also support children's physical development by giving them a ~~de~~ good environment to rest and sleep in, which will aid with a child's growth. The environment should ~~be~~ be at the right temperature and have blackout curtains or blinds to make it easier to sleep in the environment.

(Total for Question 11 = 2 marks)

Question 12

Targeted Specification Area: Learning Aim: C1

This question required students to describe **one** way that adults could support a child's cognitive development.

There were some good responses gaining two marks. Responses gaining only 1 mark provided examples of 'providing activities/resources' but the extensions referred more to developing brain, using brain. Common examples focused on providing problem solving, puzzles, memory games, Kim's game.

0 mark example

12 Describe **one** way in which adults can support a child's cognitive development.

is that an ~~adult~~ adult cognitive with an child is to learn thing with an child.

1 mark example

12 Describe **one** way in which adults can support a child's cognitive development.

Adults can support a child's cognitive development by getting the children to count up to ten and do other problem solving questions such as telling the time. Adults just need to make sure materials are provided and the child understands what to do.

(Total for Question 12 = 2 marks)

2 mark example

12 Describe **one** way in which adults can support a child's cognitive development.

By having them play kims game, a game where there are a certain amount of objects, one object is taken away and the child has to guess which one has been taken away. This can also develop a child's imaginative skills and memory.

(Total for Question 12 = 2 marks)

Question 13

Targeted Specification Area: Learning Aim: C1

This question required students to state **two** ways an early years setting can support a child's creative expression.

Students excelled at this question and there were many good responses. Those gaining 2 marks, common examples including arts/paints/crafts and role play.

0 mark example

13 State **two** ways an early years setting can support a child's creative expression.

1 Because children show face expressions where you can tell if they like or dislike what you have give/asked them to do.

(Total for Question 13 = 2 marks)

1 mark example: Though citing puppets, this is role play also.

13 State **two** ways an early years setting can support a child's creative expression.

1 play role Play - because you can use your creative imagination.
2 play PUPPET because they could have a talk.

(Total for Question 13 = 2 marks)

2 mark example

13 State **two** ways an early years setting can support a child's creative expression.

1 provide them with dress up clothes.

2 can provide them with paint so they can draw and paint

(Total for Question 13 = 2 marks)

Question 14 (a)

Targeted Specification Area: Learning Aim: B1, C1

This question required students to respond to a short scenario about a child who was attending a new Childminder. (a) required students to describe **two** ways that the child's emotional and social development should be supported by the childminder.

There were some very good responses to this question and students were confident in making appropriate links though few achieved 4 marks and in these instances it was mainly because students had focused on repeating links.

0 mark example

14 Rosie is three years old and will be going to a new childminder.

(a) Describe **two** ways in which Rosie's emotional and social development should be supported by the childminder.

(4)

1 Rosie's emotional and social development should be supported by the childminder because when Rosie grows older she may delay both the developments because she may have ~~thought~~ not had the support she needed.

2

2 mark example: Awarded for having a bond and building relationships.

1. It should be supported by being nice to the child and interacting with them so they don't feel left out if they are looking after more than one child.

2. Talking to the child and having a bond with the child can help with their social development because you could have a great relationship with the child.

3 mark example: Awarded for encourage socialisation, provide secure relationships, build self-esteem.

14 Rosie is three years old and will be going to a new childminder.

(a) Describe **two** ways in which Rosie's emotional and social development should be supported by the childminder.

(4)

1. The childminder can provide an activities for her. It will encourage her to socialise with the childminder.

2. provide secure relationships bonding good role model. build self-esteem, so that rosie would feel confident.

Question 14 (b)

Targeted Specification Area: Learning Aim: A1

This question required learners to describe **one** way the child's emotional development relates to her social development.

There were many good responses, some focusing on how Rosie would be shy/upset/withdrawn and this would affect ability to form friendships. Those gaining 1 mark failed to make link extensions to how being upset (etc.,) would relate to social development.

0 mark example: 1 mark for being 'shy' but no extension as to how this relates to relationship to social development.

(b) Describe **one** way in which Rosie's emotional development relates to her social development. (2)

By showing different emotions and a lack of speaking. 'Because she'll be shy' and showing different speech and facial expressions.

(Total for Question 14 = 6 marks)

1 mark example

(b) Describe **one** way in which Rosie's emotional development relates to her social development. (2)

By showing different emotions and a lack of speaking. 'Because she'll be shy' and showing different speech and facial expressions.

(Total for Question 14 = 6 marks)

2 mark example: 1 mark for 'anger problems' 1 mark for affecting making friends.

(b) Describe **one** way in which Rosie's emotional development relates to her social development.

(2)

If Rosie does have anger problems (emotional development) then it could prevent her from making new friends because children may not want to be friends with her.

(Total for Question 14 = 6 marks)

2 mark example

(2)

If Rosie isn't feeling emotionally safe and happy she may become self-conscious and exclude herself from the other children. This will cause her to be shy and not develop the friendship groups needed to hit the milestones expected from a 3 year old.

(Total for Question 14 = 6 marks)

Question 15 (b)

Targeted Specification Area: Learning Aim: A1

This was the second part of a 2 part question which asked students to explain **two** ways that adults should support a child's language development

There were some very good responses to this question with positive links. Those with fewer marks failed to make specific links or age appropriate links.

0 mark example

1 adults in many years setting should help me because then he will be able to keep up with what every-one else is talking about and can talk to other kids.

2 adults can help me language development because ^{support} ~~other~~ ^{he} can get the most out of what people are saying when he grows up and make more friends.

1 mark example: Here the activity in 2 is not appropriate – at 18 months Mo will not be able to read/write nor interact with others (socialisation). 1 mark awarded for 'support through story time'.

(b) Explain **two** ways adults in an early years setting should support Mo's language development.

(4)

1. Adults can support mo's language development by doing story time.

2. Activities which involve reading writing speaking so she can interact with others.

2 mark example

(b) Explain **two** ways adults in an early years setting should support Mo's language development.

(4)

1. They should support him by placing numbers and different words down to make different sentences and learn him to count.

2. They could also sing the alphabet and get him to play a game which involves letters and numbers.

3 mark example

(b) Explain **two** ways adults in an early years setting should support Mo's language development.

1 Sing Nursery Rhymes he will be ⁽⁴⁾ learning new words.

2 Use stories.

Question 16 (a)

Targeted Specification Area: Learning Aim: C1

This question was a two part question which required students to explain **two** activities that adults should provide to support the development of Pat's problem solving skills in schools.

Those learners achieving 4 marks cited good examples, common examples were building blocks, jigsaws outdoor building activities. Links used were to encourage the child to work out for self/collaboration with others. Those with fewer marks did not cite appropriate links or repeated links and activities from their first response. A number of students made a common error of repeating the question as the link e.g., 'jigsaw puzzles as these will help her problem solve' the extension to the response needed to elaborate with 'so she could work it out for herself, so she could think about where the pieces went'.

0 mark example

16 Pat is in reception class.

(a) Explain **two** activities that adults should provide to support the development of Pat's problem-solving skills in school.

(4)

1 ~~Pat~~ hide and seek with the children

2 ~~make a game~~ heads down thumbs up

1 mark example

16 Pat is in reception class.

(a) Explain **two** activities that adults should provide to support the development of Pat's problem-solving skills in school.

(4)

1 Adults can support problem solving skills by having a table set up where you are able to learn how to count through using objects to help count.

2 Adults can also have 1 to 1 sessions where they would let Pat learn how to do problem solving through interactive games.

2 mark example

16 Pat is in reception class.

(a) Explain **two** activities that adults should provide to support the development of Pat's problem-solving skills in school.

(4)

1 Time - adults can use time and ask children what time it is? and play time games.

2 Shopkeeper - using money skills and buying objects from shop and the children know how much money they need, and can recognise money.

4 mark example

- (a) Explain **two** activities that adults should provide to support the development of Pat's problem-solving skills in school.

(4)

1. Small ^{6/9scans} ~~puzzles~~ - This will support the development of Pat's problem-solving because she will have to think about where the pieces go and what position, this will also link to cognitive because she is thinking about it and understanding where each piece went.
2. activities outside that have to be found with clues this will help the child because she will be reading little clues and that will guide her to things that need to be found, it also links to ~~problem~~ cognitive developing because she is reading and then taking in ~~the~~ information given.

Question 16 (b)

Targeted Specification Area: Learning Aim: A2, B1, C1

This question required students to explain **two** ways that by supporting Pat's communication skills would help her cognitive development.

Many students appeared confused on this question. This may have been due to the way the question is constructed as 'thought precedes communication' not the other way around. This may have confused learners but gave the question a good level of demand to draw out learners' knowledge and ability to apply. Many questions focused on the impact of communication but failed to cite specific valid examples of how it affected cognitive development.

0 mark example

(b) Explain **two** ways in which supporting Pat's communication skills will help her cognitive development.

- (4)
1. By ^{socializing} ~~setting~~ with group of peers because she will develop her communication skills and this will increase her self-esteem and also will develop her cognitive developing by socializing and communicating with peers.
 2. Physical development would provide lots of things for Pat for example painting.

1 mark example for remembering with no valid link

1. one way that communication skills could help her cognitive is by interacting with the teacher who is helping her solve things to try and get her to remember how to do the problem solving..
2. Another way is by getting her to write her name out ten times over your handwriting then try and get her to do it on her own to see if she can remember how to ~~do~~ write it.

2 mark example

Some responses were difficult to tease out. In this example response 1 would merit 1 mark as through Pat's communication she is understanding personality traits of others (development knowledge) In response 2 'through speaking to others she starts to develop understanding of rules/sharing/interacting with others' can be interpreted as development of thought processes.

1. If Pat can communicate ~~to~~ appropriately, then she will be able to begin to understand other children, like how they act and how they think. She will begin to understand that other children are similar to her.

2. If she speaks ^{to} ~~to one~~ and plays with other children, then she will begin to understand the aspect of sharing, and this could help her socialise more, as she won't be arguing with other children ~~over~~ over toys/food.

3 mark example

Response 1 'communication will learn/understand more words' (widen vocabulary). Response 2 'Asking questions' (1) 'learning new skills' (understanding concepts) (1).

(b) Explain **two** ways in which supporting Pat's communication skills will help her cognitive development.

(4)

1. If they Communicate with people they will learn and understand new words Talking to Someone who she looks up to like a role model as she will Copy what they say and do.
2. If she can Communicate more and ask questions she will learn new skills.

4 mark example

Response 1 'develop understanding of a concept' (understanding concepts) (1), and 'remember them' (memory) (1) Response 2 'discuss with others' (asking questions) (1) 'develops memory' (1).

1. Supporting Pat's communication skills will help her cognitive development as being able to communicate will help Pat to name ~~and remember things~~, what objects are or understand if they are being told what they are and remember them.
2. Supporting Pat's communication skills will also help her cognitive development as she will be able to communicate about ~~things~~ and discuss them which can help her to remember and recognise things she already knows.

Question 17

| |
|-------------------------------------------------------|
| Targeted Specification Area: Learning Aim: ALL |
|-------------------------------------------------------|

This question required learners to focus their knowledge gained throughout the whole specification and discuss how adults should support all areas of a child's growth and development in the first six months of life.

There were some very good responses to this question. Those attracting L3 marks provided good examples that were age appropriate and covered both growth and all areas of development.

Those within the L2 band were of a good standard however, lacked some areas of development and/or growth was not recognised. Some responses provided good coverage of areas however failed to gain marks to push to L3 as examples were not always age/stage appropriate.

Those within the L1 band, focused on a few areas of development and described these with providing either inconsistent examples (age/stage appropriateness) or vague links made.

Some missed the point of the question and rather than explain HOW focused on what happens with lack of support and responses generalist e.g. "...however children need support in many [sic] other ways for example social, emotion, cognitive [sic] and physical without this there would be a serious amount of delayed development ...".

Many answers did not focus on 0 to 6 months and provided examples such as development of gross motor skills "riding a bike" "talking to other children" "reading a book".

A significant feature of responses for this question was that students had focused on the 'all areas...of growth and development'. Students tended here to focus on listing each aspect of growth and development and provide links such as '...and this links to.....' sometimes without providing example of how it links. In these responses as the focus was on listing PILES students failed to gain valuable marks by not discussing how adults should support the child. This was particularly evidence in responses that ran into two or more pages. The space provided on the scripts is to support students to focus on the question.

0 Mark Example

17 Discuss how adults should support all areas of a child's growth and development in the first six months of life.

The adults can start reading or talking to the baby so that babies can have specific names or babbling sounds in the future, so that their language and communication skills can develop.

They should go to the doctors regularly to check the child's growth.

3 mark example

in the first six months a ^{baby} child can't talk or point, so simply when the baby cries the adult should provide what the child wants. like a bottle, nappy change comfort. So the adult is responsible for the baby's growth and development. to improve a baby's growth the adult needs to provide the right nutrition like breast milk. This will make them stronger and healthier. When a baby is first ~~born~~ born they can't hold their own neck so the adult needs to support the neck at about 5 months the adult should let the child strengthen the neck by allowing the child to cry and steady its self. When the child can steady its neck it will want to look around more and improve physical development. By talking to the baby in a soft voice will encourage communication and social development.

5 mark example

The response has provided a discussion on most areas of growth and development though there is an example that is not age appropriate, discussion a little brief but most points made are relevant.

Adults can support a child's development in the first six months in many ways, ~~the~~ such as placing toys reachable above them with different colours and noises for fine motor development or toys to hold for hand-eye coordination, for physical growth a child can be helped to roll over by the parent/adults. Allowing the child to listen to songs from the first six months will help with their cognitive development and always speaking/interacting and showing affection to the child will encourage the child as getting older to become more social.

At 6 months the child may be able to hold on to furniture and walk along supported but this must be encouraged by an adult otherwise once a certain age/time has past it is hard for the child to develop and grow.

Children must be given the right, healthy food to help them grow such as mother's breast milk or baby food with vitamins for growth.

(Total for Question 17 = 8 marks)

6 mark example

This response is a good example showing clear links to a child's development. To move this response to Level 3 the response would have included information about the child's growth.

17 Discuss how adults should support all areas of a child's growth and development in the first six months of life.

When a child is newborn an adult should support their physical development by allowing the baby to be unattended to see when they start to gain the skills to move on their own, for example moving head from side to side and rolling onto front. ~~Communication~~ Also an adult could give a child objects to hold which would develop their reflex action of grasping. Communication and language development could be supported by talking to the child and reading stories to them. Emotional and social development could be supported through showing love and care towards a child and giving it the attention it needs. Cognitive development could be supported by showing the child its mirror reflection so it starts to recognise itself and will eventually know it is them and not another child.

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