

Examiners' Report/ Lead Examiner Feedback

January 2016

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 fit for purpose. There were 2693 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 few questions that may have been misinterpreted by students resulting in responses that did not gain marks or attracted few marks (see questions 20 and 21). This was particularly evident in more challenging questions requiring students to apply knowledge to situations.

Question 21 continues to prove a challenge for some learners as they attempt to provide responses that cover all areas of development. Many responses covered several pages for this question and some learners may have been confused with the use of 'skills and knowledge' rather than 'learning and development'.

Students were however 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 than the previous two series, demonstrating 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 and it is pleasing to see that more learners are achieving pass/merit status with an increasing number achieving distinction

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		
Boundary Mark		16	Pass 24	Merit 32	Distinction 40

Question 6

Targeted Specification Area: Learning Aim: A1

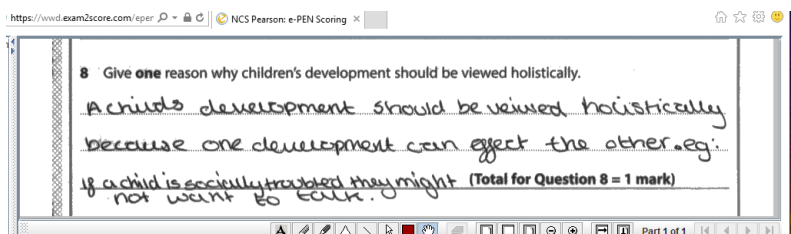
This question asked learners to identify one key aspect of children's growth. There were good responses to this question and most learners were able to identify a key aspect including changes in physical size, growth of brain, heredity, genes. Answers also accepted included head, height, weight, head circumference.

Question 8

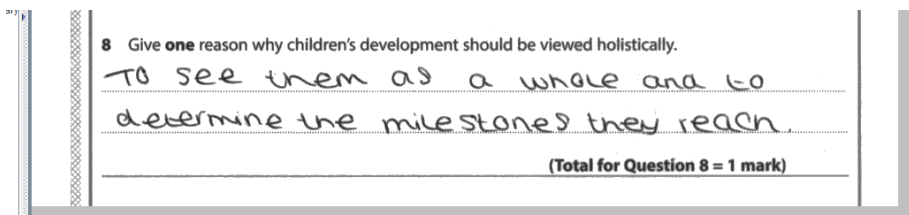
Targeted Specification Area: Learning Aim: A1

This question asked learners to give one reason why children's development should be viewed holistically. A correct response was that development should be viewed holistically as children acquire skills at varying rates in different areas of development or answers that defined development in one area would affect other areas of development. This response required recall from the specification yet most learners struggled to provide an appropriate definition. Some learners focused on the development of milestones.

Example of a 1 mark response



Example of a 0 mark response



Question 9

Targeted Specification Area: Learning Aim: C1

This question asked learners to provide two examples of how adults could provide for children's physical development. Most learners were able to achieve the 2 marks for this question. Those learners failing to gain full marks often gave examples of the same area of development.

2 mark example

9 Give two examples of how adults in early years settings should provide for children's physical development.

1. Adults should provide building toys - for example, building blocks
2. Encouraging them to go outside and run, around, hop, jump etc

(Total for Question 9 = 2 marks)

1 mark response

9 Give two examples of how adults in early years settings should provide for children's physical development.

1. Make sure they encourage the kids to join in and play with other kids.
2. Provide toys, such as a ball for them to play with as well as develop gross-motor skills.

(Total for Question 9 = 2 marks)

Question 10

Targeted Specification Area: Learning Aim: C1

This question asked learners to identify two examples of how adults could support a child's cognitive development. The majority of learners were able to attain 1 mark for this question.

2 mark example

10 Give two examples of how adults in early years settings can support children's cognitive development.

1. Playing cards
2. Counting games / mathematical games

(Total for Question 10 = 2 marks)

10 Give **two** examples of how adults in early years settings can support children's cognitive development.

- 1 provide memory games to help their memory and learning.
- 2 do provide puzzles to help improve children's problem solving skills.

(Total for Question 10 = 2 marks)

1 mark example

10 Give **two** examples of how adults in early years settings can support children's cognitive development.

- 1 Give them puzzles to do, like jigsaws.
- 2 ~~provide puzzles~~

(Total for Question 10 = 2 marks)

Question 11a

Targeted Specification Area: Learning Aim: A1, A2, B1

This question was scenario based and for part (a), asked learners two ways that Jack's emotional development would affect other areas of development. Most learners were able to achieve at least two marks for identifying other areas of development and many learners were able to provide appropriate examples to gain the full four marks.

4 mark response

11 Jack is four years old and has just joined the setting. He does not play with other children and sometimes shouts and throws toys at them if they approach him.

(a) Explain **two** ways that Jack's emotional development is likely to affect other areas of his development. (4)

1 This will also affect his social development as children will not like him so he won't have friends which may make him isolated.

2 It can also affect his communication and language development as he won't have many people to talk to so he won't have anyone to learn from.

3 mark response

11 Jack is four years old and has just joined the setting. He does not play with other children and sometimes shouts and throws toys at them if they approach him.

(a) Explain **two** ways that Jack's emotional development is likely to affect other areas of his development. (4)

1 he might not want to talk to anyone and which mean he will not make friend easy or get along with other children. this will effect his social development

2 also he may not work with mean ~~he~~ ~~it~~ it will effect ~~the~~ his language development and cognitive development

2 mark response

11

Jack is four years old and has just joined the setting. He does not play with other children and sometimes shouts and throws toys at them if they approach him.

(a) Explain **two** ways that Jack's emotional development is likely to affect other areas of his development.

(4)

1 Jacks emotional development could affect his social development which means he might not be able to make friends as easy as others.

2

1 mark response

11 Jack is four years old and has just joined the setting. He does not play with other children and sometimes shouts and throws toys at them if they approach him.

(a) Explain **two** ways that Jack's emotional development is likely to affect other areas of his development.

(4)

1 Jacks emotional development is bad because he angry and cannot co-operate well so he doesnt like the children approach him.

2 It will affect his other development by not being able to socialize or cognitive development.

Question 11b

Targeted Specification Area: Learning Aim: B1, C1

This question asked learners to demonstrate how adults could support Jack's emotional and social development. Most learners were able to gain 2 marks for this question and good responses were provided. Some learners struggled to make appropriate links through providing examples of how the adult's support supported a child's emotional and social development.

4 mark example

emotional and social development.

(4)

- 1 They could sit with Jack and ask him what he enjoys to play, here they may get him to feel comfortable which will allow him to communicate as he's having fun.
- 2 They could use the persona doll as a distraction for him to communicate by sharing a thought or a memory as well as hearing the other children this may encourage him to speak to them if he has more confidence.

(Total for Question 11 = 8 marks)

3 mark response

(b) Explain **two** ways that adults in an early years setting could support Jack's emotional and social development.

(4)

- 1 encourage him to play with or alongside others maybe using role play to help him feel more comfortable. This may help him to socialise with others through role play and
 - 2 may act better around others.
- They could also provide a key person for him to talk to, so he can express his feelings and emotions and adults will know why he is acting the way he is.

(Total for Question 11 = 8 marks)

2 mark response

(b) Explain **two** ways that adults in an early years setting could support Jack's emotional and social development.

(4)

- 1 The adults can give him activities to help relieve his anger and stress, this will then help Jack to make friends with others and to play nicely.
- 2 They could read him stories that are linked with making friends so he gets to understand in a fun way and won't get angry about it.

(Total for Question 11 = 8 marks)

1 mark response

(b) Explain **two** ways that adults in an early years setting could support Jack's emotional and social development. (4)

1. They could organise new experiences for Jack that stimulates all his senses.

2. They could also encourage him to have positive friendships.

(Total for Question 11 = 8 marks)

Question 13

Targeted Specification Area: Learning Aim: B1

This question asked learners to provide two examples of cognitive development expected within a year when a child would be four years of age. Many learners were able to achieve 1 mark for this question though some failed to identify correct specific milestones.

1 mark response

13 Kris is three years old and reaching expected milestones.

Give **two** examples of cognitive development expected in the next year when he will be four years old.

1. counting up to 100.

2. ~~recognising~~ ~~vates~~ knowing colours.

(Total for Question 13 = 2 marks)

0 mark response

Here the learner has made a good attempt for the first response. The second response is an example of where learners confused cognition with language and communication.

13 Kris is three years old and reaching expected milestones.
Give **two** examples of cognitive development expected in the next year when he will be four years old.

1 Simple equations to be solved

2 Being able to say more than 3 words.

(Total for Question 13 = 2 marks)

Question 14

Targeted Specification Area: Learning Aim: B1

Most learners were able to achieve 2 marks for this question. Those not achieving marks, related to responses predominantly from adjacent age ranges.

2 mark response

14 Give two milestones of gross motor development expected of a baby at nine months.

1 Sit unsupported

2 may be crawling.

(Total for Question 14 = 2 marks)

0 mark response

14 Give two milestones of gross motor development expected of a baby at nine months.

1 palmar grasp

2 pincer grasp

(Total for Question 14 = 2 marks)

Question 16

Targeted Specification Area: Learning Aim: B1

Many learners were able to identify at least one fine motor milestone for a child aged between 5 and 8 years of age. Where some learners failed to gain marks, they provided examples that were not related to fine motor development or from different age ranges.

1 mark response

16 Give **one** milestone of fine motor development expected of a child aged between five and eight years.

To be able to tie their shoe laces.

(Total for Question 16 = 1 mark)

0 Mark

This response relates to a skill of a 15 month old child

16 Give **one** milestone of fine motor development expected of a child aged between five and eight years.

Using a palmer grasp to hold a pen.

(Total for Question 16 = 1 mark)

This response relates to gross motor development

16 Give **one** milestone of fine motor development expected of a child aged between five and eight years.

Riding a bike.

(Total for Question 16 = 1 mark)

Question 17

Targeted Specification Area: Learning Aim: B1

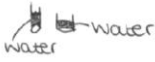
Here learners needed to give an example of cognitive developmental milestones for a child when they reach eight years of age. Some learners were able to correctly identify 1 example including 'conserve', 'tell the time' 'count up to 100'. Other responses were not within the age range or did not focus on cognitive development. There were many responses that focused on the times tables.

1 mark response

17 Give **one** example of a cognitive development milestone he will be expected to reach by the time he is eight years old.

Conservation - understand that even though something may look the same, it can be different. (Total for Question 17 = 1 mark)

Example :

 * They are different size containers but have the same amount of water in each one.

0 mark response

17 Joe is seven years old and developing as expected.

Give **one** example of a cognitive development milestone he will be expected to reach by the time he is eight years old.

Understands others feelings through their reactions (Total for Question 17 = 1 mark)

Question 18

Targeted Specification Area: Learning Aim: C1 B1

Here learners needed to provide two ways adults could promote Jenna's language development. There were some very good responses to this question.

2 mark response

18 Jenna is two and a half years old.

Give **two** ways adults in an early years setting can promote Jenna's language development.

1 you could play story time with a group so then she would learn new language and grow confidence.

2 Ask her questions like 'what?' 'when?' 'How?'

(Total for Question 18 = 2 marks)

0 mark response

Although the learner has identified that by communicating with other children will support Jenna's language development, it does not show how the adult can promote this aspect of development.

18

Jenna is two and a half years old.

Give **two** ways adults in an early years setting can promote Jenna's language development.

1. Let ^{Jenna} ~~other~~ children communicate with other ~~children~~ in her play area.
- 2.

(Total for Question 18 = 2 marks)

Question 19

Targeted Specification Area: Learning Aim: B1 C1

Learners needed to explain two ways adults could support a child to reach physical developmental milestones at three years of age. Most learners were able to gain two marks for this question identifying an appropriate way. Some learners were able to make age appropriate links (eg 'ride a tricycle', 'develop tripod grasp'). Some learners responses were a little too generic, eg 'able to run' - this is a skill learned at two years old and was not awarded marks. Whereas a response that stated a child should be able to run forwards and backwards would be awarded marks.

3 mark example

19 Sam is two years old and is reaching expected milestones.

Explain **two** ways adults in an early years setting can support Sam to reach the physical development milestones expected at three years.

1. They could encourage him to go outside and try to ride a tricycle.
2. They could set up a little obstacle course in the outside area which involve him hopping on one leg and running.

1 mark example

19

Sam is two years old and is reaching expected milestones.

Explain **two** ways adults in an early years setting can support Sam to reach the physical development milestones expected at three years.

1 Adults could provide fun physical activities for gross and fine motor skills to help their smaller and larger muscles.

2 Adults could get involved in things like outdoor games to help encourage Sam to get stuck into the activity.

(Total for Question 19 = 4 marks)

0 mark response

19

Sam is two years old and is reaching expected milestones.

Explain **two** ways adults in an early years setting can support Sam to reach the physical development milestones expected at three years.

1 play with them more

2 more physical and gross motor skilled tasks

(Total for Question 19 = 4 marks)

True Score: True

0

Question 20a

Targeted Specification Area: Learning Aim: B1, C1

This question asked two ways that adults could support Rashid through a transition. Most learners were able to achieve 2 marks for this question. However many focused on developing friendships with other children. Some learners were able to identify the importance of the key person maintaining proximity, forming a bond, comforting Rashid. Some learners were able to make at least one appropriate link.

4mark example

20 Rashid is eighteen months old and although usually settled he has become upset since staff have changed in the early years setting.

(a) Explain **two** ways adults in the early years setting can support Rashid through this transition. (4)

1. Make sure he is in close proximity of his key worker. Because of this he will get to know the new staff so he feels comfortable around them.
2. They could put him in a routine. This will make him feel emotional ~~see~~ secure. This will also make him feel comfortable around the new staff.

3 mark example

20 Rashid is eighteen months old and although usually settled he has become upset since staff have changed in the early years setting.

(a) Explain **two** ways adults in the early years setting can support Rashid through this transition. (4)

1. Make sure he is in close proximity of his key worker. Because of this he will get to know the new staff so he feels comfortable around them.
2. They could put him in a routine. This will make him feel emotional ~~see~~ secure. This will also make him feel comfortable around the new staff.

2 mark example

20 Rashid is eighteen months old and although usually settled he has become upset since staff have changed in the early years setting.

(a) Explain **two** ways adults in the early years setting can support Rashid through this transition. (4)

1 Sit down with him and play toys with him make him feel calm then put him down to see if he will play with other children.

2

20 Rashid is eighteen months old and although usually settled he has become upset since staff have changed in the early years setting.

(a) Explain **two** ways adults in the early years setting can support Rashid through this transition. (4)

1 Talking and doing activities with him to create an attachment.

2 Bonding with him. play games and read stories to make him feel more happier.

1 mark example

20 Rashid is eighteen months old and although usually settled he has become upset since staff have changed in the early years setting.

(a) Explain **two** ways adults in the early years setting can support Rashid through this transition. (4)

1 See how ~~Rashid~~ Rashid's emotional development is going. And try to help by comforting rashid.

2 bring the old and new sta together and co-operate.

True Score - Tru
Q20a | 1

Question 20b

Targeted Specification Area: Learning Aim: B1

This question asked learners to identify one way a lack of adult support could affect Rashid's cognitive development. Many learners provided good responses to this question and were able to identify how a lack of bond/adult support would affect Rashid's cognitive development.

2 mark response

(b) Explain **one** way a lack of adult support may affect Rashid's cognitive development during this transition. (2)

might become attached to one person. (When a child is unhappy they don't tend to learn as much)

(Total for Question 20 = 6 marks)

1 mark response

(b) Explain **one** way a lack of adult support may affect Rashid's cognitive development during this transition. (2)

It may affect his development by making him alienated and not wanting to play causing a slow down on the development of skills like cognitive.

(Total for Question 20 = 6 marks)

Question 21

Targeted Specification Area: Learning Aim: All

Question 21 required learners to discuss the importance of adults providing appropriate support to help increase the skills and knowledge of children aged five years.

Many responses attempted to cover all areas of development providing some examples which were often generic and not age specific. Whilst there were some very good responses that discussed age appropriate activities and the importance of adults providing support, some did not extend answers to discuss the impact on lack of adult support on children's developing skills and knowledge. Many responses were extensive, illustrating their focus on covering all areas of development; while, providing examples in two other areas would have helped learners consolidate their work. Many learners were able to achieve marks within the first level indicator, with few achieving in level 3.

8 mark response

Here the learner has made age appropriate examples; they have also discussed the impact of a lack of support.

support to increase the skills and knowledge of children aged five years.

It's important adults in early years settings provide the appropriate support to increase the child's development and skills at the age of 5.

Adults in early years settings should read books to the children to help them hear and sound new words, without adults doing this the child may delay development in language and communication development as they aren't getting appropriate adult support by reading, leading to them maybe struggling to read or even talk/interact with others. A child at 5 years should begin to be able to use tripod grasp to hold a pencil and to write, it's important adults support them as they won't be confident at first and need guidance on how to write words and letters. This is important for them to develop intellectually ~~and then~~. A child five years should also run and start to catch a ball confidently, adults need to allow children to have physical opportunities to be able to develop their gross motor skills, it's important they support physical activity/development as it's key to a child's milestones. *

Finally, a child aged 5 should be able to understand how they are feeling and explain what emotion and why they feel that way, adults can support this by puppet shows and role play.

* adults can support by playing football, tag, piggy in the middle etc. * adults can support by writing out their name and talking through letters (Total for Question 21 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

5 mark response

21 Discuss the importance of adults in early years settings providing appropriate support to increase the skills and knowledge of children aged five years.

It is important because this is the age they're remembering things and if the support is inappropriate the 5 year old is bound to remember which will affect them later on in life. For example the knowledge of knowing and understanding other people's emotions and also how to deal with their own. If this is supported in the wrong way a child could become much more affected by it in later stages of life it would also affect many other areas of development too. Most five year olds are much more eager to learn than another age so it needs to be taken to full advantage. The adult adults should be reassuring the child has friends, ~~to~~ their behaviour is good, and also their speaking and listening skills, due to their learning ~~to~~ getting developed more.

4 Mark response

Here the learner has provided age appropriate responses.

21 Discuss the importance of adults in early years settings providing appropriate support to increase the skills and knowledge of children aged five years.

It is important that early years settings provide the appropriate ~~ch~~ support as it could increase ~~their~~ cognitive development, by helping them to complete simple sum and count up to 10.

They could also support them by improving their fine motor skills by providing paper and pens.

The adults could read to the children ~~books~~ ^{books} which would increase their imagination and help their communication + language by extending the child's vocab.

Adults could provide games that involve obstacle courses, to improve the child's gross motor skills e.g. running, balancing on beams, riding a bike ect.

They could also help him talk to other children and make friends to improve his social skills, teach them how to act.

21 Discuss the importance of adults in early years settings providing appropriate support to increase the skills and knowledge of children aged five years. -cognitive-

Adults in early years should always provide age and stage appropriate for all children, so age and stage appropriate will be good for the 5 years so they won't become over or under stimulated. 5 year old children will be just leaving pre-school, a transition to primary school where they will be learning more things, introducing more things adults will need to support this by being welcoming to the children and encouraging them to learn about something that will matter later on in their lives. Adults will need to provide activities that will increase their knowledge and that will be interesting. Activities and games need to be fun for them as it could make them learning about a subject better. Adults will need to make sure that skills and knowledge are being met with each child so doing little quizzes will help know what they've learnt. Will also need to be aware of children that may need additional help or needs.

(Total for Question 21 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

2 mark response

To achieve marks in Level 2 band, the learner would need to provide age appropriate examples/discuss the importance and impact of lack of adult support.

Adults in early year settings are very important because children are still developing and growing. To increase skills and knowledge they need to promote or encourage activities that cover all aspects of development:

- Physical development - riding trikes or bikes will help support physical development.
- Cognitive development - Reading books will help cognitive development.
- Emotional - getting them to share their feelings to someone that they trust or expressing them ~~they~~ through play.
- Language - having longer conversations with them will improve the way that they talk.
- Social - making friends at school will help how they feel about meeting new people and encourage them not to be scared when meeting new people.



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