

Examiners' Report/ Lead Examiner Feedback

June 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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Introduction

This report has been written by the Lead Examiner for BTEC Children's Play and Learning Development Unit 1 –Patterns of Development. It is designed to help you understand how learners performed overall in the exam. For each question, there is a brief analysis of learner responses. You will also find some example learner responses for some questions. We hope this will help you to prepare your learners for future examination series.

Grade Boundaries

Introducing external assessment

The new suite of 'next generation' NQF BTECs now include an element of external assessment. The external assessments for NQF BTEC CPLD are timetabled paper-based examinations.

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade (Distinction, Merit, Pass and Level 1 fallback).

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark should be for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each test we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each test, because then it wouldn't take into account that a test might be slightly easier or more difficult than any other.

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	16	24	32	40

General Comments

The external assessment process was considered to be appropriate and fit for purpose. There were 3,199 entries for this examination.

Evidence continues to demonstrate that learners are showing good understanding of patterns of growth and development. There is also improving performance particularly in levels based questions and recall. Learners were more successful in achieving marks for those questions which consist of MCQ and short answer recall.

As with previous series, some questions may have been misinterpreted by learners resulting in responses that did not relate to the questions. Again this is more evident in those questions where learners need to apply connections and draw on other areas of development.

Where learners are asked to provide answers relating to cognitive development they often provide examples for communication and language. Although these two areas of development converge this epitomises the importance of learners ensuring their responses are drawn from the specific areas of the specification to gain marks.

Learners appeared to struggle with questions requiring links/connections and would benefit from developing exam techniques to approach these types of question. Questions that ask learners to 'discuss' or 'explain' require learners to provide a 'way' or provide an 'example' and then to extend their response by providing an explanation.

Overall evidence suggests that learners have achieved higher grades in this series than the previous two series which demonstrates higher levels of learning and consolidation. It also indicates that teaching is become more focused and embedded within the curriculum. 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 a small but increasing number achieving distinction. It is hoped that by the next series, grades will have improved significantly with the continual moderation and review of exam questions.

MCQ and Short Open response questions

Questions requiring multiple choice were generally answered well. Learners appeared to find those MCQ which related to age specific milestones more accessible than when these types of questions appeared in open question format. For example Q3 where learners were required to identify a child's age who had started to show wariness of strangers. Q7 required learners to identify two milestones. Here most learners were able to identify one milestone with fewer gaining 2 marks. A number of instances were noted where learners had only identified one milestone. Learners would benefit by making a second choice to maximise the chance of gaining full marks for this question.

Question 6

Targeted Specification Area: Learning Aim: A1

Learners were required to recall the name of the chart that children's growth was plotted on. Most learners were able to gain one mark for this response. There were some responses that did not gain a mark for incorrect definitions e.g., 'percentile'

6 State the **name** of the chart where children's growth is plotted.

Centile chart

(Total for Question 6 = 1 mark)

Question 8

Targeted Specification Area: Learning Aim: B1

Learners were asked to identify the age range that Max was likely to be in. Only few learners identified the correct age range for this open response question.

8 Max can understand the need for rules.

1

What age is Max likely to be?

4-5 years

(Total for Question 8 = 1 mark)

1

Question 9

Q9(a)

Targeted Specification Area: Learning Aim: A1
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This question required learners to state what is meant by cognitive development. Many learners were able to correctly identify aspects of cognitive development e.g. development of thought processes, memory, imagination, problem solving being the primary response

1 Mark Example

9 (a) State what is meant by cognitive development.

(1)

Using your intellectual skills to think, remember and take in information.

9 (a) State what is meant by cognitive development.

(1)

The development of memory, imagination and perception

Those learners failing to gain marks gave responses that were not specific or related to overall development of the child

0 Mark Example

9 (a) State what is meant by cognitive development.

movement of the child's body

9 (a) State what is meant by cognitive development.

(1)

Cognitive development is developing in physical activities.

Q9(b)

Targeted Specification Area: Learning Aim: C1
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This question was an extension to Q9(a) asking how adults could promote children's cognitive development and did not require an age specific response. This question was generally approached well by learners and many were able to gain at least 1 mark. Those learners awarded 2 marks were able to provide an example of an activity and also provide example of how it would support a child's cognitive development.

2 Mark Example

In this example the learner has provided an example of an activity that adults could provide (simple puzzle) and extended their response to describe how it could support cognitive development ('...they will know from memory').

(b) Describe **one** way adults in early years settings can promote children's cognitive development.

(2)

An adult could encourage the child to to a simple task once a day. e.g. doing a simple puzzle. This would help the child a lot because they will know from memory.

In the following response the learner has identified 'simple puzzle' and 'problem solving' as to how it would develop a child's cognition.

(b) Describe **one** way adults in early years settings can promote children's cognitive development.

(2)

adults should provide simple puzzle games for children as this will promote problem solving.

In some instances learners did not use correct terminology but marks were awarded for responses that could be linked with a correct technological term. In this example the learner has stated '...help the child think about what they have to do'. This was interpreted as 'problem solving', but also could be interpreted as using memory and recall.

2 Mark Example

(b) Describe **one** way adults in early years settings can promote children's cognitive development.

(2)

It can be promoted by offering the children ^{simple} puzzles. This will help the child think about what they have to do and contemplate their actions.

(Total for Question 9 = 3 marks)

1 Mark Example

In some instances learners provided responses that included two areas of cognitive development. In this example the learner has stated 'problem solving' and 'will be able to think imaginatively'. There are three possible marks here (problem solving, think and imaginatively) however, the learner did not provide an example that would support any of these cognitive capacities (e.g., puzzles, mazes, painting) to gain the second mark.

(b) Describe **one** way adults in early years settings can promote children's cognitive development.

(2)

Adult can provide games, for example
problem Solving, children will be
able to ~~think~~ think imaginatively.

Some learners provided examples of activities but no description of how they could support a child's cognitive development .

In the following example the learner has suggested giving the child many different types of toys and activities to play with. This response was not specific to suggest that 'types of toys' could promote cognitive development (it could be linked with all areas of development).

0 Mark Example

(b) Describe **one** way adults in early years settings can promote children's cognitive development.

(2)

making sure the child has many diffrene
~~the~~ types of toys to play ~~with~~ / interact with

Question 10

Targeted Specification Area: Learning Aim: B1

This question asked for two communication and language milestones Joe should reach by the time he was five years. Most learners were unable to gain 1 mark for this question and fewer able to achieve 1 mark. Learners appeared to struggle with this type of question (similar to question 3, 8) Some learners were able to provide at least one example.

2 Mark Example

The most common responses was 'complex sentences' and can use words such as 'because' In the following response the learner has provided two correct response in their first example.

Give **two** examples of communication and language milestones Joe should reach by the time he is five years old.

- 1 Joe should start to use more complex sentences with the word 'because'.
- 2 Joe would also be able to reason and be reasoned with.

1 Mark Response

10 Joe is four years old and developing as expected.

Give **two** examples of communication and language milestones Joe should reach by the time he is five years old.

- 1 Being able to talk back; Answer a question, like simple sentences.
- 2 Know the whole of the alphabet (able to say it to an adult.)

10 Joe is four years old and developing as expected.

Give **two** examples of communication and language milestones Joe should reach by the time he is five years old.

- 1 Being able to use complex sentences
- 2 Being able to communicate with others.

(Total for Question 10 = 2 marks)

0 Mark response

10 Joe is four years old and developing as expected.

Give **two** examples of communication and language milestones Joe should reach by the time he is five years old.

- 1 Be able to pronounce 250-300 words
- 2 Be able to read a simple book with or without support

(Total for Question 10 = 2 marks)

Question 11

Targeted Specification Area: Learning Aim: B1

Question 11 required learners to provide two examples of emotional and social developmental milestones a child should reach between five and seven years old. As with similar questions requiring learners to provide examples of milestones, few learners were able to provide 2 examples. Some learners were able to gain 2 marks for this question.

In this response the learner has identified a child will become more aware of the feelings of others and children will have different opinions than themselves.

2 Mark Example

11 Give **two** examples of emotional and social development milestones a child should reach between five and seven years old.

- 1 think about how others are feeling
~~and~~ and know when they are upset
- 2 know that others may have different opinions to them.

In the following response the learner has correctly identified that the child will have developed close (strong) friendships and that they would recognise how others may be feeling.

11 Give **two** examples of emotional and social development milestones a child should reach between five and seven years old.

- 1 child around 5-7 years should have a strong friendship and is mainly the same gender.
- 2 They will understand others feelings and ~~emotions~~ emotions

Some learners were only able to identify 1 correct example

11 Give **two** examples of emotional and social development milestones a child should reach between five and seven years old.

- 1 They should have a few close friends to talk to.
- 2 They should be able to have a whole conversation with someone.

(Total for Question 11 = 2 marks)

0 Mark Example

11 Give **two** examples of emotional and social development milestones a child should reach between five and seven years old.

1 knowing that they can't get their own way.

2 knowing that they can't be friends with everyone and that people around them are different.

(Total for Question 11 = 2 marks)

Question 12

Targeted Specification Area: Learning Aim: B1

Q12 asked learners to identify the age of Sam who could speak 15 words. Again as with other questions requiring learners to identify either milestones or ages where children could achieve given milestones, learners appeared to find difficulty providing correct responses. There were a number of mixed responses with many learners identifying ages between 1-2 and 4-6. There were some who identified 18 months or 1 year 6 months.

1 mark response

12 Sam can speak around 15 words.

What age is Sam likely to be?

18 months

(Total for Question 12 = 1 mark)

0 mark response

12 Sam can speak around 15 words.

What age is Sam likely to be?

3 years.

Question 13

Targeted Specification Area: Learning Aim: B1

Question 13 asked for a definition of child development. Though there were some accurate responses most learners struggled to provide a correct definition. Those not gaining 1 mark provided responses relating to holistic development, development of milestones or recited the areas of development.

1 mark response

13 Give the definition of child development.

The acquisition of skills & knowledge gained by a child.

13 Give the definition of child development. ^{ies}

Child development is the new skills that they learn as they get older.

0 Marks. Those learners failing to gain marks for this question focused on milestones or other areas of development.

13 Give the definition of child development.

The development of a child physically and mentally.

Question 14(a)

Targeted Specification Area: Learning Aim: B1

This question was in two parts. The first asked learners to give one reason why Brogan was upset when her mother leaves her at the pre-school. The most common responses were 'new baby', 'she was in a strange/new environment'. Some learners were able to identify 'jealousy' and 'separation anxiety'.

1 mark response

14 Brogan is two years old and has recently started at a pre-school. Her parents have a new baby and Brogan has started to show clinging behaviour when her mother leaves her at the pre-school.

(a) Give **one** reason why Brogan is upset when her mother leaves her at the pre-school.

(1)

Because she is jealous that the new baby gets to spend more time with Brogan.

Some learners failed to make marks by giving responses that did not relate to the questions.

14 Brogan is two years old and has recently started at a pre-school. Her parents have a new baby and Brogan has started to show clinging behaviour when her mother leaves her at the pre-school.

(a) Give **one** reason why Brogan is upset when her mother leaves her at the pre-school.

(1)

he is starting to develop emotional milestones.

Question 14(b)

Targeted Specification Area: Learning Aim: B1

Required learners to describe one way adults could support Brogan to feel secure. This type of question requires learners to provide an example of the type of support adults would provide (e.g., build a bond, key person approach) and how this could support Brogan's transition (it would help her feel safe, build trust, relationship).

Some learners were able to identify at least one way but not how this could support Brogan's transition.

2 Mark Examples

Here the learner has identified that through praising (1 mark) Brogan will help her to have more self confidence and self esteem (1 mark).

(b) Describe **one** way adults in the early years setting could support Brogan to feel secure at pre-school.

(2)

Praise positive behaviour because then she will keep on doing it and she will have more self-confidence and self-esteem which will make her feel more secure.

Here is a good example of a response that has identified a key person developing a bond with Brogan to enable her to express her feelings to them.

(b) Describe **one** way adults in the early years setting could support Brogan to feel secure at pre-school.

(2)

They could give her a key person so she bonds with them and is able to express her feelings to them.

(Total for Question 14 = 3 marks)

0 Mark Example

Here the learner has repeated part of the question and has not been specific as to how the activity suggested would help her feel more secure.

(b) Describe **one** way adults in the early years setting could support Brogan to feel secure at pre-school.

(2)

One way the adults in the early years setting could help Brogan feel secure is by letting her get the baby dolls out and pretending that she is the mummy.

(Total for Question 14 = 3 marks)

In this response the learner has suggested encouraging Brogan to build friendships. This is not an age appropriate response as at 2 Brogan would be in parallel play with other children.

0 marks

(b) Describe **one** way adults in the early years setting could support Brogan to feel secure at pre-school.

(2)

Adults in the early years settings could help Brogan build friendships so she doesn't feel left out.

Question 15

Targeted Specification Area: Learning Aim: B1, C1

This question required learners to provide an explanation as to how adults could support the fine motor development of a child aged three. To gain full marks learners would need to provide an example of an activity (painting) and how this would support fine motor development (develop tripod grasp).

Most learners were able to provide good examples though in many instances learners were unable to provide an appropriate link e.g., how it would support the child's fine motor development.

2 Mark Example

In this example the learner has provided example of activity (threading/beads) and the how it would support fine motore development (small movements).

15 Explain **one** way adults in an early years setting can support the fine motor development of a child aged three years.

Adults could do an activitys such as threading and beading onto a piece of string which helps with fine motor skills which is small movements.

1 Mark Example

Here the learner has been awarded 1 mark for 'scissors' .

15 Explain **one** way adults in an early years setting can support the fine motor development of a child aged three years.

adults can support by giving a child scissors therefore they can cut out small and precisely

0 Mark example

In this response the learner has not been specific in providing an appropriate activity nor identifying how it would support fine motor development.

15 Explain **one** way adults in an early years setting can support the fine motor development of a child aged three years.

Learning how to pick up the objects and play with them.

Question 16

Q16(a)

Targeted Specification Area: Learning Aim: B1, C1

This question was in two parts. Learners were required to provide two examples of gross motor development that Jamil would reach in the next year when he would be five years old. In addition to accepting specific milestones from the 4–5 age range this question allowed for learners to provide examples from the 5–8 age range that demonstrated an adult was supporting development towards these skills.

Most learners were able to provide age appropriate examples in response to this question.

2 Mark Example

Here the learner has identified that Jamil would be able to jump and start to be able to ride a bicycle.

16 Jamil is four years old and has reached the expected milestones. He always chooses to play in the nursery, looking at books or on the computer.

(a) Give **two** examples of gross motor development milestones Jamil should reach in the next year when he will be five years old.

(2)

1. Jamil is expected to be able to jump down 3 or 4 steps
2. Start to ride a bicycle so go from a tricycle to a bicycle with stabilizers.

0 Mark Example

Those failing to achieve marks for this question often provided examples that supported other areas of development.

16 Jamil is four years old and has reached the expected milestones. He always chooses to play in the nursery, looking at books or on the computer.

(a) Give **two** examples of gross motor development milestones Jamil should reach in the next year when he will be five years old.

(2)

1. Reading the books

2. playing games on the computer.

Q6(b)

Targeted Specification Area: Learning Aim: B1

In the second part of this question, learners were asked to explain two ways adults could promote Jamil's cognitive development. This question required learners to provide an example of an activity adults could provide that would promote cognitive development (maths equations) and state how it would support cognitive development (promote numeracy skills/problem solving skills). Many learners were able to provide at least one example activity for each response.

4 Mark Example

In this example the learner has identified 'categorisation of objects' (1 mark) They have provided an extension 'allowing him to think how certain things group together' which is appropriate for 'problem solving skills'. In the second example the learner has given 'encourage counting to 10' and an appropriate extension 'development of understanding of number'.

(b) Explain **two** ways adults in the early years setting can promote Jamil's cognitive development.

(4)

- 1 Present him with different objects so he could categorise them either in shapes, colour or what they are as it allows him to think how certain things group together.
- 2 Encourage him to say / or say with him the numbers up to 10, and counting back down to develop his understanding of number.

In some instances learners were able to achieve 2 marks. In this example the learner has provided an activity, puzzles, for 1 mark and in the second response although there are no specific activities the learner has identified 'decision making' for 1 further mark.

2 mark response

(b) Explain **two** ways adults in the early years setting can promote Jamil's cognitive development.

(4)

- 1 Adults could encourage Jamil to play games eg puzzles with other children.
- 2 Adults could set out activities for Jamil that involve decision making.

0 Mark Example

Those learners unable to achieve marks focused on responses that provided reading as examples and computer games that required reading skills. This was a common example as learners confused cognition with communication and language milestones.

(b) Explain **two** ways adults in the early years setting can promote Jamil's cognitive development.

(4)

1. Ask Jamil to read them a book that he likes. ~~top picture~~ And ask him why he likes it and what his favourite ~~part~~ ^{part} it was.
2. Ask him to type up things about himself on the computer and then read them out to the teacher.

0 Marks

Although in some instances learners had provided well conceived responses, they were not age appropriate. In this example both responses focus on number over 10 – At this age Jamil is able to count up to 10. This response illustrates the importance of learners understanding and identifying appropriate milestones to gain marks.

(b) Explain **two** ways adults in the early years setting can promote Jamil's cognitive development.

(4)

1. Adults in early year settings could make him ~~count~~ count up to 50 or even flash number cards at him asking him to name the ~~number~~ number, i.e. (50) fifty etc.
2. Ask him to help measure baking ingredients, (20g butter, 10g sugar).

Question 17

Targeted Specification Area: Learning Aim: C1 B1

Question 17 required learners to state how a childminder could support a child's communication and language development aged nine months. (By telling stories (1) which would encourage child's listening skills (1)).

Most learners were able to gain at least one mark for this response. The most common response was singing/rhymes and encouraging sounds of words (dada, mamma).

2 Mark Examples

Here the learner has identified singing nursery rhymes and telling her stories.

17 Sonni is nine months old and is cared for by a childminder during the day.

Give **two** ways that the childminder can support Sonni's communication and language development.

- 1 The childminder can sing nursery rhymes to Sonni and try get her to sing along.
- 2 The childminder can also tell Sonni stories. This will also help her communication and language skills.

(Total for Question 17 = 2 marks)

In some cases, learners were able to identify two examples through giving one response. In the following example the learner has provided a correct first response (smile and maintain eye contact). In the second example they have identified singing songs (1 mark) and encouraging Sonni to babble also smiling and maintaining eye contact. Where learners gave responses that contained more than one example in a single response marks could be awarded. If they have not already been given elsewhere.

17 Sonni is nine months old and is cared for by a childminder during the day.

Give **two** ways that the childminder can support Sonni's communication and language development.

- 1 taking the time to talk to Sonni and smile and maintain eye contact.
- 2 Singing songs to encourage Sonni to babble along also smiling and maintaining eye contact.

(Total for Question 17 = 2 marks)

1 Mark Example

Here the learner has provided two examples. In the first example the response is too generic 'sit and communicate with Sonni'. The question is asking for a specific age appropriate response e.g., sit and communicate with her e.g., singing/telling nursery rhymes. In the second response one mark has been given for sit and read books, the statement at the end (appropriate for Sonni's age) is superfluous unless and if this were the only response it would not be awarded a mark unless qualified with an age appropriate example.

17 Sonni is nine months old and is cared for by a childminder during the day.

Give **two** ways that the childminder can support Sonni's communication and language development.

- 1 The childminder can sit with Sonni and communicate with Sonni.
- 2 The childminder can also sit and read books that is appropriate for Sonni's age.

(Total for Question 17 = 2 marks)

0 Mark Examples

Some learners failed to pick up marks as they did not give age appropriate examples.

17 Sonni is nine months old and is cared for by a childminder during the day.

Give **two** ways that the childminder can support Sonni's communication and language development.

- 1 Give her letters for her to read out.
- 2 Ask her questions like "What's your favourite toy?"

(Total for Question 17 = 2 marks)

There was some learners did not answer the question /understand the purpose of the question.

17 Sonni is nine months old and is cared for by a childminder during the day.

Give **two** ways that the childminder can support Sonni's communication and language development.

- 1 ~~Childminder should create a bond with~~ the childminder should create a bond with ^{Sonni}
- 2 Play with child so she feels safe and no like a stranger.

(Total for Question 17 = 2 marks)

Question 18

Targeted Specification Area: Learning Aim: B1 C1

This question asked learners to provide an explanation of how adults could promote cognitive development of a child aged 6 years. Whilst many learners were able to provide appropriate activities/ways to support child (providing puzzles; maths equations; treasure hunts) many learners were unable to make appropriate links (to develop problem solving skills; numeracy skills; recall), a number of responses related to reading books to increase vocabulary.

4 Mark Examples

The following is a good example of a 4 mark response, the learner has used role play as the activity and 'developing imagination' as the cognitive ability. In the second response they have provided a picture book and asked the child to predict what may happen in the question. Although books and reading on their own were not accepted as appropriate responses (when they referred to reading and vocabulary skills) it was accepted if it related to memory and prediction as in this example.

18 Explain **two** ways adults can promote the cognitive development of a child aged six years.

1. At Six years the child could dress up and play games with other children and imagine things to play whilst dressed up.
2. Another way would be by giving the child a picture book and asking them to imagine what could be happening in the story.

(Total for Question 18 = 4 marks)

1 Mark Example

In some cases learners were only able to achieve 1 mark and the most common response was 'problem solving' .

18 Explain **two** ways adults can promote the cognitive development of a child aged six years.

1. adult can support cognitive development by again been independent and doing it on there own.
2. they can also support cognitive development by helping them with there problem solving.

0 Mark Examples

Those learners failing to gain marks generally gave examples from different areas of development. In this example the learner has focused on gross motor skills.

18 Explain **two** ways adults can promote the cognitive development of a child aged six years.

1. Riding a bike by taking the stabilizers off and learning to successfully ride the bike without them.
2. Being able to learn simple tricks on a trampoline or being able to bounce a basketball, the adults can learn the child to do these things if they helped the child to learn and become increasingly better at what they are trying to learn.

Some learners provided examples under communication and language and whilst it illustrates the integrated nature of cognition and language and communication; it demonstrates the importance of learners making accurate connections with areas of the specification when answering questions.

18 Explain **two** ways adults can promote the cognitive development of a child aged six years.

- 1 by helping them learn ^{with} more their reading.
- 2 also by making sure they are at the expected stage of their reading and writing (right stage of work.)

(Total for Question 18 = 4 marks)

Some responses did not provide examples of age appropriate activities. In this response the learner has given 'alphabet songs'.

18 Explain **two** ways adults can promote the cognitive development of a child aged six years.

- 1 Adults could have an alphabet song that they sing so the child will learn letters.
- 2 could have fun activities that involve simple sums for the child to work out.

Question 19

Targeted Specification Area: Learning Aim: B1

This question asked learners to explain how the way that language development could support communication development. Whilst most learners were able to provide responses with examples of the types of emotional and social development language would promote (e.g., strong friendships; interactions), few learners were able to identify aspects of language that would promote these friendships (good vocabulary, fluent speech).

2 Mark Examples

In this response the learner has identified that language skills would have increased (increased vocabulary or using language fluently) they have also shown how it would relate to emotional through 'telling others how they feel' (expressing emotions).

19 Explain **one** way language development will support the emotional and social skills of a child aged three years.

The child could talk to other people and tell them how they feel since their language development skills have increased.

(Total for Question 19 = 2 marks)

The following provides a good example of a 2 mark response where the learner has identified that by 'having good language skills' they will be able to 'make friends'.

19 Explain **one** way language development will support the emotional and social skills of a child aged three years.

Having good language skills enables the child to go and make friends with other children. It also enables them to have different feelings towards different things.

(Total for Question 19 = 2 marks)

Here the learner has gained 2 marks. 1 for 'speaking well' and 1 mark for feeling comfortable to speak to other children (interacting).

19 Explain **one** way language development will support the emotional and social skills of a child aged three years.

If the child, aged three, has reached the expected language ability milestone at that age they will have more self-value and confidence in themselves so they won't hide away. If they are speaking well they will feel comfortable to speak to other children.

(Total for Question 19 = 2 marks)

0 Mark Example

There was evidence that in some cases learners did not read the question or were unable to identify activities for the correct area of development.

9 Explain **one** way language development will support the emotional and social skills of a child aged three years.

play catch ball.

Question 20

Targeted Specification Area: Learning Aim: B1, C1

Question 20 asked for an explanation of how a childminder could support Brad's (aged 6 months) physical development. Many learners were able to identify age appropriate activities (supporting the child to sit up/roll over/reach and grasp objects). However as with other questions of this type, many learners were unable to provide appropriate links (how it actually supported their physical development in developing strength in leg muscles/help growth).

4 Mark Examples

20 Brad is six months old and is cared for by a childminder.

Explain **two** ways the childminder can support Brad's physical development. 4

- 1 Provide a well ventilated sleeping area for Brad; to sleep at regular intervals. This will enable hormones to help his growth and enable him to concentrate and be less irritable.
- 2 The Childminder could provide sensory activities with Brad to help build strength in his fingers (fine motor); Actions such as rolling and squashing. play dough or a treasure basket are examples. (Total for Question 20 = 4 marks) 4

20 Brad is six months old and is cared for by a childminder.

Explain **two** ways the childminder can support Brad's physical development.

- 1 They can provide him with a baby bouncer so that ~~he~~ Brad can strengthen the muscles in his legs which will make it easier to walk later on.
- 2 They can also provide Brad with a baby gym so that he can push and reach up to grasp toys dangling above him ~~which~~ ~~so~~ so he can strengthen muscles in his arms and also promote fine motor skills. (Total for Question 20 = 4 marks)

3 Mark Examples

20 Brad is six months old and is cared for by a childminder.

Explain two ways the childminder can support Brad's physical development.

- 1 To support Brad's fine ^{motor} physical development, they could provide a baby gym which encourages him to reach for the toys above with his fingers.
- 2 Give him toys that he could pass between his hands and feel them with fingers, which is fine developing his fine motor skills.

In many cases learners were able to provide two examples but not provide how these would support the child's development. In this response the learner has identified 'providing a baby gym', however 'can practice his gross motor skills' is not specific enough (strengthen his arm/leg muscles would be). The second response 'giving Brad a small object such as a rattle...could move it to a hand to other' gains 1 mark. There is no extension to this response.

20 Brad is six months old and is cared for by a childminder.

Explain two ways the childminder can support Brad's physical development.

- 1 A childminder can support Brad's physical development by providing a baby gym where a baby can practise his ~~gross motor~~ gross motor skills.
- 2 Also a childminder could support physical development by giving Brad a small object ~~that he can hold~~ such as a rattle that he could move it to a hand for other.

(Total for Question 20 = 4 marks)

2 Mark Example

Here the learner has identified 'help him to sit up straight' and 'put him on a play mat/bouncy chair'.

20 Brad is six months old and is cared for by a childminder.

Explain two ways the childminder can support Brad's physical development.

- 1 ~~Take him to the park and let him play on the park equipment~~ Provide cushions for him to help him sit up straight and to hold him up right.
- 2 Put him on a play mat or a bouncy chair to let him use his body to roll or bounce. With help from the childminder.

0 Mark Examples

The following response illustrates the importance of reading and understanding what questions are asking learners.

20 Brad is six months old and is cared for by a childminder.

Explain **two** ways the childminder can support Brad's physical development.

1 if he hits anyone make sure to tell him that's not right and that he should not do it again

2 if he is kind to someone make sure to praise him for being really kind

20 Brad is six months old and is cared for by a childminder.

Explain **two** ways the childminder can support Brad's physical development.

1 the childminder can support Brad's physical development they could give ~~him~~ Brad a pencil to hold and let him scribble on the paper.

2 the childminder can also support Brad's physical development they help him walk on his tip toes and hold him tight so that he doesn't fall.

Question 21

Targeted Specification Area: Learning Aim: All

This final question asked learners to discuss how supporting emotional and social development of children would promote **one** other area of their development.

Most learners were able to achieve marks within the first level mark band with few in the second and third levels. There was some evidence that learners may not have fully understood the purpose of the question and provided responses that focused on the holistic and interrelated nature of development. Some learners also provided responses that discussed the importance of social and emotional development.

Mark Band 3

The following examples provides good illustration of where a learner has focused well on the question providing links back to social and emotional development.

Supporting a child's emotional and social development is essential in order for the child to have self-esteem and self concept. If a child is confident and positive then they will make friends easier and interact with others. However, if they don't they may feel left out, causing them to feel negatively and act in an unwanted way. Language and communication is also more pronounced in a confident child, and they are able to use vocabulary to discuss parts of how and make friends. Using language with emotional and social, also allows children to challenge negative comments. If they are confident, however if language and emotional development are lacking, the child may get picked on or bullied. Expressing feelings is easier if a child can communicate, as they can talk through problems, however if they can't they can be aggressive or act in unwanted ways. Using appropriate tone and eye contact would also support a child's listening skills which encourages them to use language to answer back, however if they can't they may be frustrated or not use the correct words to explain ideas.

Using creative expression is another way that child can express emotions whilst communicating, which supports confidence and interaction skills.

(Total for Question 21 = 8 marks) **8**

TOTAL FOR PAPER = 50 MARKS



21 Discuss how supporting the emotional and social development of children in early years settings can promote one other area of their development. 8

In early years settings promoting emotional and social development will also promote language and communication development. When a child is newborn they can focus on human faces and at six weeks can smile, for cognitive they can turn head when they hear an adult voice and at six weeks can coo. Later on at eight months children will form specific attachments to primary carers. Bonding with them and feeling safe and loved will encourage children to express themselves vocally, and at nine months they can should be confident word do long streams of babbling. Later on at 3 years children will enjoy being around other children, this will encourage them to speak to them so they can form friendships and will help them be fluent by the time they are 4 years old. When children are older they may want to express their feelings and emotions through words which would help them deal with them more positively. This will encourage their writing skills and by 4-5 years they should be able to write their own name and join letters which progresses to being clear handwriting and being able at eight years. At eighteen months children enjoy playing near parents and siblings and being near them so this would help them develop language as they hear the people they are near would be talking to them and by eighteen months they should have up to 15 words. (Total for Question 21 = 8 marks) 8

By At 5-8 years children should be able to work out what others are thinking using facial expressions, they would use language to help them do this.

TOTAL FOR PAPER = 50 MARKS



In the following example, there is a good link made here between social and emotional development and language. The learner has highlighted how communicating with others helps 'pick up new words' 'form friends' and 'widening vocabulary'. How through playing with other children they are learning how to express their emotions through communication, develop understanding of right and wrong, the response also goes on to discuss the negative impact as well here as if they are shy (emotional) they will 'hold back from talking' and this affects ability to make new friendships and learning generally.

partaking can promote the emotional and social development.

If a child's emotional and social development is supported in early years settings it may begin to promote their language skills because they will have a group of people who they will be communicating with. They will also begin to pick up on new words used by their friends and this may encourage the child to use a wider range of vocabulary which they haven't used before. ~~They~~ Because they are playing with other children and learning to express their emotions they will begin to communicate more with these children and also with adults in that setting. They will be communicating more with adults because they will now ^{know} the difference between right and wrong and will be telling the teacher if they see anything that is wrong. Because they are being supported emotionally and socially they won't be shy and will begin to communicate more with the other children and the people around them, if they were not being supported they may become shy and hold back from talking to the other children and making new friends. ~~They~~ may be effected how easily they settled in and how easily they learned because if they were unsettled they may not of learned as easily because they had to sit from participating in the lesson.

Mark Band 3

Here the learner has related social and emotional development to language and provided examples of the 'growing child's development in relationship to their social and emotional skills. Given learners need to focus their answers down to one page of writing; this learner has achieved much in this space.

In early years settings promoting emotional and social development will also promote language and communication development. When a child is newborn they can focus on human faces and at six weeks can smile, for cognitive they can turn head when they hear an adult voice and at six weeks can coo. Later on at eight months children will form specific attachments to primary carers. Bonding with them and feeling safe and loved with encourage children to express themselves verbally, and at nine months they should be confident to do long streams of babbling. Later on at 3 years children will enjoy being around other children, this will encourage them to speak to them so they can form friendships and will help them be fluent by the time they are 4 years old. When children are older they may want to express their feelings and emotions through words which would help them deal with them more positively. This will encourage their writing skills and by 4-5 years they should be able to write their own name with few letters which progress to being clear handwriting and being able at eight years. At eighteen months children enjoy playing near parents and siblings and being near them so this would help them develop language as they are the people they are near and would be talking to them and by eighteen months they should have up to 15 words. (Total for Question 21 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

By 5-8 years children should be able to work out what others are thinking using facial expressions, they would use language to help them do this.



P 4 6 7 5 7 A 0 9 1 2

Mark Band 3

This response was awarded a mark in Level 3 mark band. The learner has shown how social and emotional development can relate to language development by linking aspects of social/emotional development (being able to express emotions, interacting with other children) and how these social exchanges will help to language skills develop.

21 Discuss how supporting the emotional and social development of children in early years settings can promote one other area of their development.

Supporting the emotional and social development of a child in early years setting can promote one other area of their development which is language development, this is done because social development the child will be talking to other adults and children and will pick up new words which will extend their vocabulary which will promote their language development. Emotional development also supports their language development because the child is able to show different emotion and tell what other people's emotion are like, which will help them again to understand new words and will promote their language development.

Level 2 mark band

Those achieving marks in Level 2 were able to provide good descriptions most developing links to language and communication. Examples however were less specific ('need language' 'help their language skills').

21 Discuss how supporting the emotional and social development of children in early years settings can promote one other area of their development.

By supporting emotional and social development promotes language as by communicating with others the child would learn more complex words which stimulates language, also by talking to others with good language, links up to social skills however you would need language and social skills to talk about their emotions, the adult may support them on their social skills by having a conversation about the weekend it would help their language skills as if they got the word wrong the adult would correct them.

In this response the learner has provided a good focused response, though examples are not specific enough to gain marks to level 3 mark band.

21 Discuss how supporting the emotional and social development of children in early years settings can promote one other area of their development.

Language
Cognitive
Physical

Social & emotional development can promote language and communication development. This is because whilst socialising with other children, other children ^{can} learn new language from them. Children will be ~~social~~ communicating therefore making new friendships and attachments. However, social + emotional development can also support cognitive development as when children are socialising they learn ^{as best as} between good and bad and how their actions will lead to something else which can lead to consequences. Emotional development can promote cognitive development by learning how to deal with certain emotions too.

Level 1 Band and 0 mark responses

Some responses illustrated the importance of learners to read questions carefully.

Here the learner has provided an explanation of the ways that social and emotional development link to each other.

21 Discuss how supporting the emotional and social development of children in early years settings can promote one other area of their development.

Emotional and Social development is when a child is able to express there emotions at a particular age and recognise it in other people as well.

Emotional and Social development can promote one other area of their development because ~~big~~ if they see someone upset they are able to socialise with the other child and make them feel better.

Adult's can support Emotional and Social Development by providing cards with different types of Emotions on them that way the child will be able to understand what each type of emotion is and will be able to control them better.

They could also do role play activities where the child has to act out each type of Emotion, then they will know what ~~it~~^{the Emotion} is and how to comfort others if they are upset and sad.

If Adult's don't ~~do~~ support Emotional and social development then the child won't know what each type of emotion

(Total for Question 21 = 8 marks)

~~is and how they should control it,~~ They also won't reach the expected milestones at a particular age.

TOTAL FOR PAPER = 50 MARKS

The following response was awarded a mark in level 1 band. This type of response was seen frequently and again shows the importance of reading the question carefully. Here the learner has provided links to physical development communication and language. Where learners discussed more than one area of development marks were awarded for the **one** area that provided the best examples. In this example the marker has focused on physical development.

21 Discuss how supporting the emotional and social development of children in early years settings can promote one other area of their development.

By supporting a child's emotional and social development by encouraging them to make friends play with others their physical development is promoted through their gross motor developments as they may be running around together or throwing and catching a ball with each other. As well as ~~this~~ this, by encouraging a child to ~~to~~ socialise and make friends with others their communication and language skills are developed because they are using and developing their language to communicate with the other ~~children~~ children. Also, by encouraging them to play games with others their cognitive development is encouraged because they are learning the rules of the game and how to take turns. A child's fine motor movements are also developed because through doing drawings together or helping each other to do tasks such as closing up buttons or zips or velcro their ~~emotional~~ ^{emotional} and social skills are developed and so are their fine motor movements, physical development because these tasks include the skills needed in fine motor development as they include intricate ~~movements~~ ^{movements}.

* as well as ~~to~~ socialising ~~with~~ with other children and how to deal with it if they win or if they lose

(Total for Question 21 = 8 marks)

*² because they are helping and socialising with the other child
 *³ of the hands

TOTAL FOR PAPER = 50 MARKS

Some learners provided responses on the holistic nature of child development. In this response the learner has given a description of these areas with no example. This response would receive no marks.

weight, height and physical size
all this is about head circumference.
But development is about child gains
skills and ^{knowledge} ~~knowledge~~. Development
is called milestone, this all is area
of ~~development~~ ^{development}.

Emotional and social development of
children in early years setting can
promote of other ' Five areas of development
For example, Cognitive development, Fine motor
development, physical development and
others. This all is Five others area,
Emotional and social development
can be promote with cognitive
development because cognitive
development is about brain and
this can helped them to learn
new skills in early years setting.

In some instances, learners read the question and adopted a good technique of acknowledging this purpose of the question by reiterating it as the basis of discussion. But did not go on to provide appropriate responses.

I am going to be discussing how supporting the emotional and social development of children in early years settings can promote one other area of development, so you can support the emotion development by expressing their development with friendship groups and family. Social development you can explore that by doing activities in groups of 3 and 4 and seeing how they socialize. You can promote these by going and doing puzzles and making them do it with a friend or there can the next one so they will be exploring their social communication and language development also they will be using their physical or intellectual development because they would be expressing and doing puzzles how ever they learned to do or even could do some work were you could work with the child to express and promote the cognitive physical communication and language development and their emotions.

(Total for Question 21 = 8 marks)

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