

Examiners' Report/ Lead Examiner Feedback

January 2017

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

Unit 1: Patterns of Child Development
(21486E)

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General Comments

Evidence from this series demonstrates that learners are now consolidating knowledge better. This is particularly relevant for those questions attracting a L1 or P mark. More learners appear to achieve a pass mark and there is a higher percentage of learners achieving higher grades attaining merit and distinction levels.

Further evidence demonstrates more elaborative learning taking place as learners are starting to be able to apply critical thinking skills and making appropriate links between theory and age related stage development.

There are instances where learners either misinterpret questions or do not read questions thoroughly. In some cases learners were referring to scenarios in previous questions. Questions asking learners to provide examples of cognition often responded with language and communication examples.

Interestingly learners seem more able to correctly identify age/stage appropriate milestones when presented in multiple choice format rather than in open questions.

The final question (19) (levels based) continues to prove a challenge for some learners as they attempt to provide responses that cover all areas of development or focus on the area of development that appears in the scenario (which asks them to focus on one other area)

Overall evidence however suggests that more learners are achieving pass criteria with a higher number achieving merit/distinction. 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 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		17	Pass	Merit	Distinction
			24	31	39

Multiple Choice questions

There is evidence that many learners are achieving marks for these questions.

Question 6

Targeted Specification Area: Learning Aim: B1

This question required learners to identify two aspects of fine motor development. Acceptable responses included movement of fingers, hand-eye coordination, pincer grasp drawing, writing, sewing

Most learners were able to gain at least one mark for this question.

2 mark response

6 State **two** aspects of fine motor development.

- 1 Developing movement made by hands
- 2 Developing hand-eye coordination

(Total for Question 6 = 2 marks)

6 State **two** aspects of fine motor development.

- 1 playing with Beads
- 2 ~~is~~ eating with a knife and fork

(Total for Question 6 = 2 marks)

1 mark response

In this response the learner has gained one mark for scribbling with a pen or pencil

6 State **two** aspects of fine motor development.

1 Throwing a ball.

2 Scribbling with a pen or pencil.

(Total for Question 6 = 2 marks)

This screenshot shows a question response box. The question asks for two aspects of fine motor development. The learner has provided two answers: 'Throwing a ball' and 'Scribbling with a pen or pencil'. The total mark for this question is 2 marks.

0 mark response

In this response the learner identified Gross motor developmental skills therefore attracting no marks. This response epitomises the importance of learners reading the question carefully

6 State **two** aspects of fine motor development.

1 hopping

2 walk ~~they~~ using a bicycle

(Total for Question 6 = 2 marks)

This screenshot shows a question response box. The question asks for two aspects of fine motor development. The learner has provided two answers: 'hopping' and 'walk they using a bicycle'. The total mark for this question is 2 marks.

Question 8

Targeted Specification Area: Learning Aim: B1

Question 8 required learners to identify expected gross motor milestones of a child aged 15 months by the time they reached 2 years

A common response was 'walk unaided/unsupported' Credit was given if learner responses stated 'walking' even though it was not qualified as it was taken to infer 'without support'

Less than half of learners were able to identify a correct response for this question.

1 mark awarded

8 Melissa is fifteen months old and reaching expected milestones.

Give **one** gross motor development milestone Melissa is expected to reach by the time she is two years old.

that walk unsupported.

(Total for Question 8 = 1 mark)

Some responses provided examples of motor skills that related to later milestones

0 mark response

8 Melissa is fifteen months old and reaching expected milestones.

Give **one** gross motor development milestone Melissa is expected to reach by the time she is two years old.

Jumping on both feet.

(Total for Question 8 = 1 mark)

8 Melissa is fifteen months old and reaching expected milestones.

Give **one** gross motor development milestone Melissa is expected to reach by the time she is two years old.

Throw + Catch a large ball.

(Total for Question 8 = 1 mark)

Question 9a

Targeted Specification Area: Learning Aim: B1

Many responses focused on younger age ranges for this recall question. Most responses were quoted in years (not months) Few learners were able to achieve 1 mark for this response

1 mark awarded

9 What is the likely age of a child who has started to:
(a) compare self with others? (1)

5 years

0 marks

9 What is the likely age of a child who has started to:
(a) compare self with others? (1)

~~5~~ 2-3 years

Question 9b

Targeted Specification Area: Learning Aim: B1

9 (b)

For this question learners were required to identify the likely age of a child who could show hand preference. Again many responses focused on younger age ranges and few learners were able to cite the correct age. This question emphasises the importance of reading the question as it asked for when a child 'who has **started to**:'

1 mark awarded

(b) show hand preference? (1)

2 two and a half years old

(Total for Question 9 = 2 marks)

True Score - Tru

0 marks

(b) show hand preference?	(1)
I Year	
(Total for Question 9 = 2 marks)	

Question 10

Targeted Specification Area: Learning Aim: A1

Question 10

This questions asks the learner to provide two examples of how growth is '**determined**'. Fewer learners were able to correctly identify two ways growth is determined.

2 mark response

10 Give two examples of how growth is determined.	
1 sleep	
2 hormones	
(Total for Question 10 = 2 marks)	

1 mark response

Some learners provided a correct response as in this response often provided a repetition in the second example.

10 Give two examples of how growth is determined.	
1 balanced diet	
2 Nutrients and vitamins	
(Total for Question 10 = 2 marks)	

0 mark response

Some responses focused on **key aspects** of children's growth or how growth is **monitored**

10 Give **two** examples of how growth is determined.

1 centile chart

2 milestones

(Total for Question 10 = 2 marks)

10 Give **two** examples of how growth is determined.

1 Size

2 Weight

(Total for Question 10 = 2 marks)

Question 11a

Targeted Specification Area: Learning Aim: A2, B1

For this question learners were required to **give** two ways adults could support the communication and language development of a child aged four years old
Many learners were able to gain 2 marks for this question and provided very elaborative examples, able to identify at least 1 good response.

2 marks awarded

This response shows how the learner has thought about the question and provided examples

11 Jo is four years old and attends an early years setting. Her speech is hard to understand. She uses pointing to ask for what she wants.

(a) Give **two** ways adults in the early years setting can support Jo's communication and language development. (2)

1 Singing nursery rhymes.

2 group/pair work.

11 Jo is four years old and attends an early years setting. Her speech is hard to understand. She uses pointing to ask for what she wants.

(a) Give **two** ways adults in the early years setting can support Jo's communication and language development. (2)

- 1 Introduce her to new words so she can learn what new things are so she can ask for them.
- 2 Test her speech daily by getting Jo to read things out loud so her speech gets better.

1 mark awarded

In this response the learner has provided a good response for the first example. In the second example, the specification does not state that Joe would be able to 'read things' Also the response is too similar to the first response

11 Jo is four years old and attends an early years setting. Her speech is hard to understand. She uses pointing to ask for what she wants.

(a) Give **two** ways adults in the early years setting can support Jo's communication and language development. (2)

- 1 Introduce her to new words so she can learn what new things are so she can ask for them.
- 2 Test her speech daily by getting Jo to read things out loud so her speech gets better.

Some responses provided examples that were very similar failing to attract 2 marks

11 Jo is four years old and attends an early years setting. Her speech is hard to understand. She uses pointing to ask for what she wants.

(a) Give **two** ways adults in the early years setting can support Jo's communication and language development. (2)

- 1 they could give her books where she can try to read from
- 2 charts showing numbers and words she can read.

Question 11b

Targeted Specification Area: Learning Aim: B1, C1

This questions required learners to then consider the way that Jo's language delay may affect her emotional and social development. This questions appears to be one learners struggle with most as they

need to identify firstly the aspect of language that would be affected and make an appropriate link to an aspect of emotional/social development. Some learners repeated aspects of the question in their response e.g., 'because of the language delay' rather than focusing on 'lack of vocabulary compared to peers', 'inability to construct sentences others could understand' etc.,

4 mark response

Here the learner has provided two good examples. Because others have difficulty in understand what she is saying (1 language) she would struggle to make friends (1 social)

She may feel insecure (1 emotional) as people struggle to understand her (1 language)

(b) Explain **two** ways Jo's language delay may affect her emotional and social development. (4)

1 She may not be able to socialise because no one would understand what she is saying which will emotionally affect her because she will struggle to make friends

2 She also may not socialise because she may feel insecure ~~be~~ knowing people struggle to understand her.

(Total for Question 11 = 6 marks)

(b) Explain **two** ways Jo's language delay may affect her emotional and social development. ^{clearly} (4)

1 Jo wont be able to say how she's feeling (unable to express feelings)

2 She wont be able to talk with other children, so friendships wont be made

(Total for Question 11 = 6 marks)

3 mark response

(b) Explain **two** ways Jo's language delay may affect her emotional and social development.

(4)

1. Firstly Jo's emotional development will get affected because she will very upset knowing she can't talk properly and people might start laughing at her.
2. Secondly Jo's social development will get affected because people will maybe not want to be friends with her.

(Total for Question 11 = 6 marks)

Question 12

Targeted Specification Area: Learning Aim: B1, C1

This question required learners to describe one way Freya could support Carl (aged 9 months) physical development

Most learners were able to gain at least one mark for this question. Examples included encouraging to crawl and walk to develop fine/gross motor skills.

2 mark

In this example the learner has identified that by placing toys around the room (adult support/providing resources) it will encourage Carl to crawl (age appropriate physical development)

12 Carl is nine months old and has reached expected milestones. He is looked after by Freya, his childminder.

Describe **one** way Freya can support Carl's physical development.

She can support his ~~physical~~ physical development getting him to crawl for his toys which are placed around the room. ?

(Total for Question 12 = 2 marks)

This response provides another good example. The adult providing toys and objects on chairs (adult support) to encourage Carl to pull himself up to reach them (age appropriate developmental action)

12 Carl is nine months old and has reached expected milestones. He is looked after by Freya, his childminder.

Describe **one** way Freya can support Carl's physical development.

~~encourage him to sit up while~~ playing games, she can put toys on objects like chairs so he has to pull himself to standing to reach them

(Total for Question 12 = 2 marks)

cross
9. sit unsupported
9. pincer grasp

1 mark response

Here 1 mark has been awarded for 'taking him to the park' however no examples are given to show how this will support his physical development

12 Carl is nine months old and has reached expected milestones. He is looked after by Freya, his childminder.

Describe **one** way Freya can support Carl's physical development.

Freya can support Carl's Physical development by taking him to the park & see how he reacts

(Total for Question 12 = 2 marks)

1 mark response

In this example the learner has given the example of a baby gym for 1 mark. However there is no expansion on how this will support Carl's physical development e.g., as this will help to strengthen his leg muscles

12 Carl is nine months old and has reached expected milestones. He is looked after by Freya, his childminder.

Describe **one** way Freya can support Carl's physical development.

Freya can set up a baby gym where Carl will have to use gross motor and fine motor skills.

(Total for Question 12 = 2 marks)

0 mark response

Some responses did not provide age appropriate examples

12 Carl is nine months old and has reached expected milestones. He is looked after by Freya, his childminder.

Describe **one** way Freya can support Carl's physical development.

by doing activities with him like riding the ball to her.

(Total for Question 12 = 2 marks)

Question 13a

Targeted Specification Area: Learning Aim: B1

This question asked for learners to identify milestones a child should reach between three and four years. Many responses gave examples of cognitive skills of an older age range or language and communication skills. Learners appeared to experience difficulty in differentiating between cognitive and language and communication skills. Less than 20% of learners were able to identify one correct response

1 mark response

13 Karolina is three years old and attends a pre-school setting.

(a) Give **one** cognitive milestone Karolina should reach by the time she is aged four. (1)

would be able to link people to events and put things in categories.

True Score - Tru 0 1 Submit Score

0 mark response

13 Karolina is three years old and attends a pre-school setting.

(a) Give **one** cognitive milestone Karolina should reach by the time she is aged four. (1)

karolina should be able to write her own name with little support.

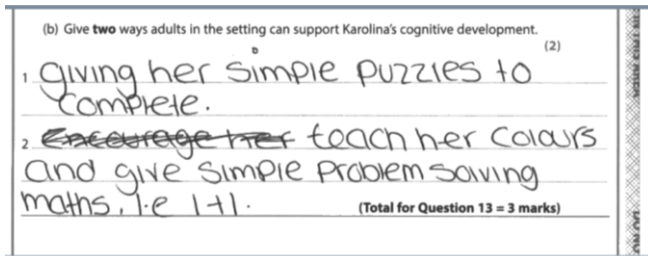
Question 13b

Targeted Specification Area: Learning Aim: B1, C1

This question asked learners to **give** two ways that adults could support cognitive development of a three year old child

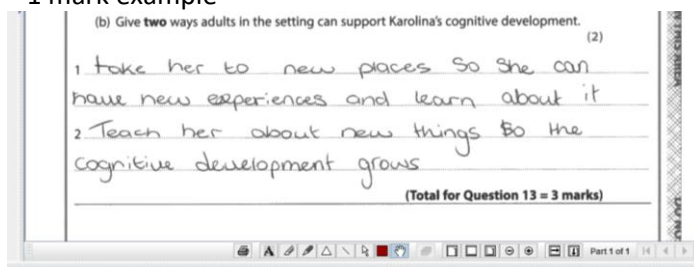
Some learners were able to achieve two marks for this question providing examples such as simple puzzles, problem solving, simple calculations

2 mark example



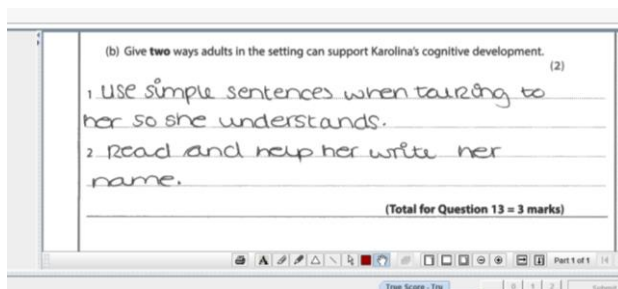
In some instances, learners provided good responses however failed to gain full marks as they repeated similar examples

1 mark example



0 mark

Some responses failed to gain marks as the focus was on communication and language examples

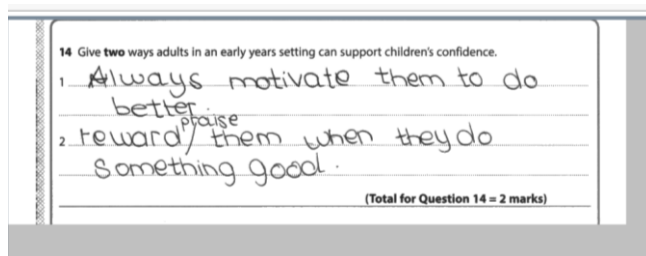
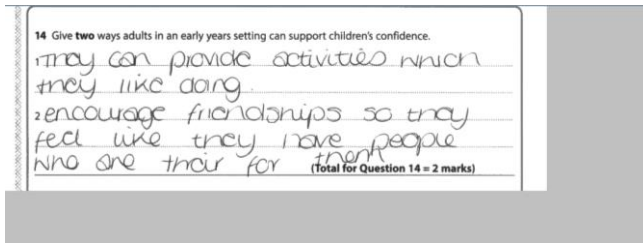


Question 14

Targeted Specification Area: Learning Aim: C1

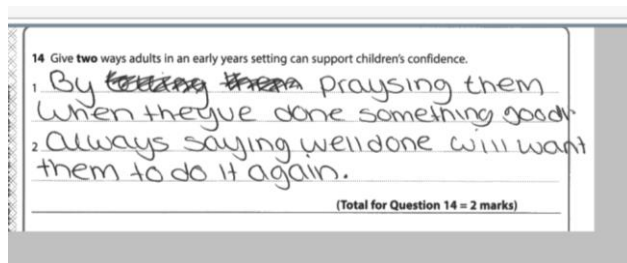
Question 14 asked learners to **give** two ways to support a child's confidence. Many learners did well in this question gaining 2 marks. Many responses focused on providing activities that interested a child and encouraging friendships as well as maintaining proximity, bonding and supporting social interactions

2 mark



1 mark

Those gaining 1 mark, either only cited one example or else provided a similar response



Question 15

Targeted Specification Area: Learning Aim: C1

Question 15 asked learners to **identify** two ways to support a child's hand-eye co ordination. Some learners lost marks because they repeated aspects of the question (e.g., hand-eye coordination) Many learners however were able to identify two correct responses. Most common responses were throwing, catching, kicking balls, sewing, bead threading.

1 mark response

15 Identify **two** ways adults in an early years setting can support children's hand-eye coordination.

1. Get them to cut ~~the~~ out large shapes
2. Get them to use simple sewing methods.

(Total for Question 15 = 2 marks)

1 mark response

15 Identify **two** ways adults in an early years setting can support children's hand-eye coordination.

1. Getting children to draw then the adult tell them how to do hand-eye coordination
2. Getting children to look as they are drawing.

(Total for Question 15 = 2 marks)

0 mark response

15 Identify **two** ways adults in an early years setting can support children's hand-eye coordination.

1 By making them go ahead and do something that they can't do.

2 Giving out appropriate resources which could make them more confident.

(Total for Question 15 = 2 marks)

Question 16

Targeted Specification Area: Learning Aim: B1, C1

Question 16 required learners to provide a **linked** response by **describing** two ways that adults could support the emotional and social development of a child aged three years.

About half of learners were able to achieve at least 2 marks for this question. The question required learners to provide one aspect of adult support (e.g., encourage bonding) and one linked response as to how it would support Sarang's emotional and social development (e.g., To help him feel secure).

4 mark example

In this response, first example, the learner provides example of role play activities (adult support) that will help Sarang express his emotions (emotional and social) In the second example The adult support is 'talking' to Sarang which will 'reassure' Sarang (make him feel secure).

16 Sarang is three years old and meeting expected milestones. His mother has recently had a new baby and adults in the early years setting have noticed a change in Sarang's behaviour.

Describe **two** ways adults in the early years setting can support Sarang's emotional and social development.

1. Allow Sarang to express his feelings through role play ~~or~~ play mummy's and daddy's
2. ~~Allow~~ Talk to Sarang about how he feels, if he is okay, what does he want to play with etc. To re-assure him that he has people to talk to

(Total for Question 16 = 4 marks)

In this response the learner has provided some good examples. In the first example the adult support is to show Sarang pictures of emotions as this will help Sarang express his feelings. In the second example the adult supports Sarang's interactions with others and the link to emotional and social is that he does not feel left out (so feels secure)

16 Sarang is three years old and meeting expected milestones. His mother has recently had a new baby and adults in the early years setting have noticed a change in Sarang's behaviour.

Describe **two** ways adults in the early years setting can support Sarang's emotional and social development.

1. Emotional - They could show picture of emotions on how ~~the~~ feels about Newbaby and to point to the picture he feels now.
2. Social - They could help him join in with others so that he doesn't feel left out and so that he can better socialize with his peers.

(Total for Question 16 = 4 marks)

3 mark example

Some responses gave examples which suggested activities would 'take his mind off things or distracted him. These were not accepted as appropriate emotional and social outcomes.

16 Sarang is three years old and meeting expected milestones. His mother has recently had a new baby and adults in the early years setting have noticed a change in Sarang's behaviour.

Describe **two** ways adults in the early years setting can support Sarang's emotional and social development.

1. They could improve his emotional development by greeting him each day and asking how he is, this will improve confidence and make him feel liked
2. They could encourage him to go outside and play with the other children which will help take his mind off of it.

(Total for Question 16 = 4 marks)

0 marks

Some responses failed to gain marks as the learner may have not understood the question fully. Here the learner has interpreted the question as if it asks for an explanation of the reasons for Sarang's behaviour rather than how adults can support him to feel more secure in his environment.

16 Sarang is three years old and meeting expected milestones. His mother has recently had a new baby and adults in the early years setting have noticed a change in Sarang's behaviour.

Describe **two** ways adults in the early years setting can support Sarang's emotional and social development.

1 Sarang's behaviour has changed because he feels left out since his mum has had a new baby, because he used to have all the attention.
2 This will cause Sarang to get jealous over people giving the baby attention.

(Total for Question 16 = 4 marks)

Question 17

Targeted Specification Area: Learning Aim: A2, C1

Question 17 asked learners to **explain** two ways that supporting a child's (aged 6 years) cognitive development would encourage their communication and language development.

Many learners struggle with this type of linked response question. Some learners were able to produce good examples although sometimes putting the communication link first

4 marks

In this example the learner has stated 'able to communicate by asking questions' (Communication and language) it will develop their 'understanding' (cognitive) In the second response the learner has again provided the communication link first (talk about things) and then the cognitive link (remember)

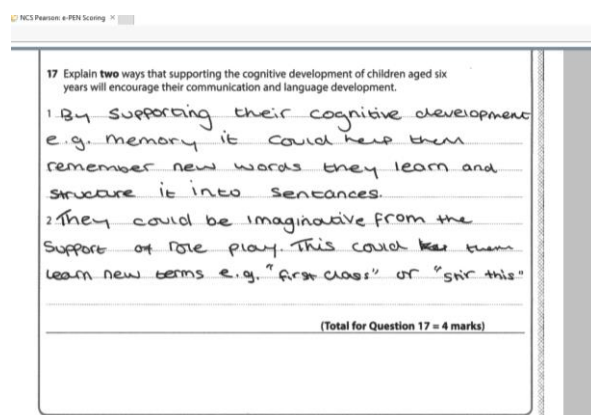
17 Explain **two** ways that supporting the cognitive development of children aged six years will encourage their communication and language development.

1 Because they will be able to communicate by asking questions about puzzles and understanding the answer.

2 Memory can support communication as a 6 year old may want to talk about things they remember doing.

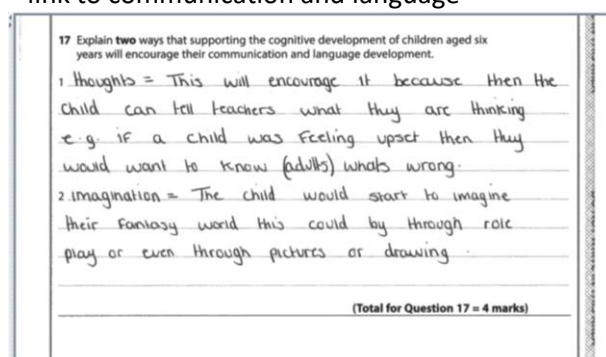
(Total for Question 17 = 4 marks)

In this example the learner has given the cognitive example first (memory help them remember) and then the communication and language link (structure it into sentences)
 In the second example the 'imaginative' aspect is linked to expanding their vocabulary '...new terms e.g., first class'



4 marks

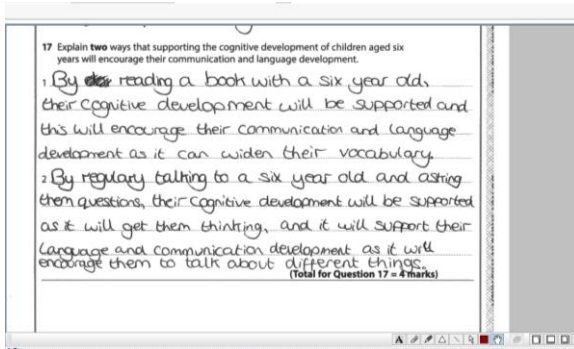
In this response the learner has devised a useful and clear way to display their answer. They have started with the cognitive aspect (thoughts, imagination) and then go on to give examples of the link to communication and language



Here is another example of a 3 mark response

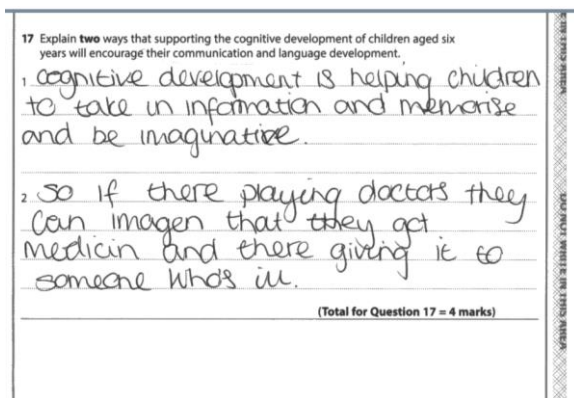
In the first example there is no express link to cognition e.g., encouraging memory, recall etc., 1 mark awarded for 'widen their vocabulary' or 'reading books'

In the second response 'by regularly talking ...asking questions' or 'get them thinking' (1 mark for cognition) and 1 mark for 'encourages them to talk about different things'

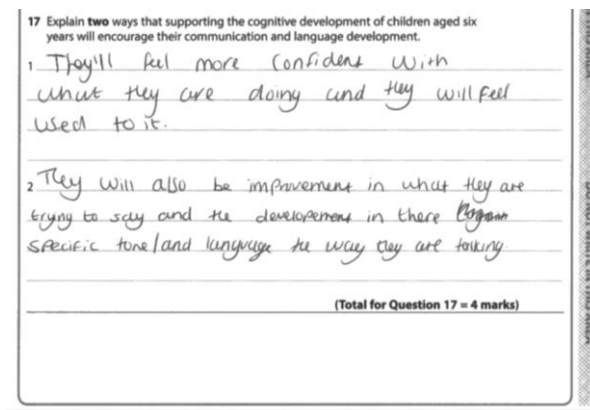


2 marks

Some learners were able to provide good cognitive links but did not provide a communication and language link



0 mark example



Question 18

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

Question 18 was another question requiring a linked response. The question asks learners to **explain** how adults can support the gross motor development of a child aged five years.

Many learners were able to gain at least 2 marks for this question, though some seemed to struggle to provide appropriate linked responses

4 mark example

This response provides two good examples. In the first response the adult support is providing skipping rope which will strengthen her leg and arm muscles.

In the second response providing opportunities to do gymnastics will support balance and coordination

18 Jade is five years old and loves physical play in her early years setting.

Explain **two** ways that adults can support Jade to develop her gross motor skills.

- 1 Adult initial play by making Jade skip with a rope, strengthening her leg and arm muscles as she jumps directly at a certain time and pace, also helping developing her cognitive skill by counting how many ^{times she} jumped
- 2 Doing a gymnastic activity which involves balancing on a beam, climbing, swinging and jumping onto two feet. This helps her coordinate skills and confidence as she is doing it independently

(Total for Question 18 = 4 marks)

The following provides a good example. In the first response 1 mark for football and 1 mark for making bigger movements ...strengthen her legs. In the second response 1 mark for climbing frame and 1 mark for increase strength in arms (as legs was accepted in first response)

18 Jade is five years old and loves physical play in her early years setting.

Explain **two** ways that adults can support Jade to develop her gross motor skills.

- 1 When playing out side have a game of ~~football~~ football for example. Jade will then be making bigger movements and will also help strengthen the legs.
- 2 Another example would be adults could keep an eye on Jade while she's on a climbing frame. This will also increase strength to legs and arms.

Here is another good example. 1 mark for sports such as football and 1 mark for using larger muscle movements. In the second response, 1 mark for obstacle course and 1 mark for encouraging locomotive movement.

18 Jade is five years old and loves physical play in her early years setting.

Explain **two** ways that adults can support Jade to develop her gross motor skills.

1. Adults can provide outdoor space for Jade to play sports, such as football, to allow her to use large muscle movements in a large space.
2. Adults can provide obstacle courses to allow Jade to use locomotive movement in many ways.

3 marks

In the first response of this example, the learner has said the adult can support Jade by providing opportunities to be outside (1) so this will develop her 'big muscles' (1) In the second example the adult can support development by providing bikes/scooters (1) however no linked response that shows how this will support locomotion, balance, increase in movement of muscles is provided

18 Jade is five years old and loves physical play in her early years setting.

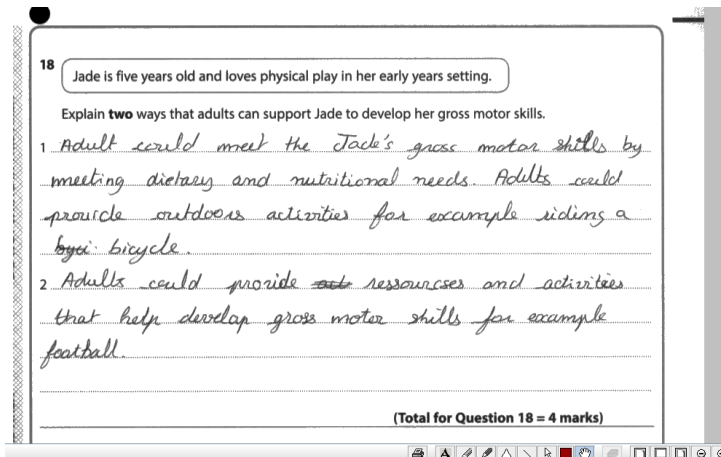
Explain **two** ways that adults can support Jade to develop her gross motor skills.

1. Ways that adults can support Jade to develop her gross motor skills is by allowing her to play outside so then she is ^{allowing} using her big muscles to develop.
2. Another way is different activities like riding a bike or scooter, so she can have fun but also be developing at the same time.

(Total for Question 18 = 4 marks)

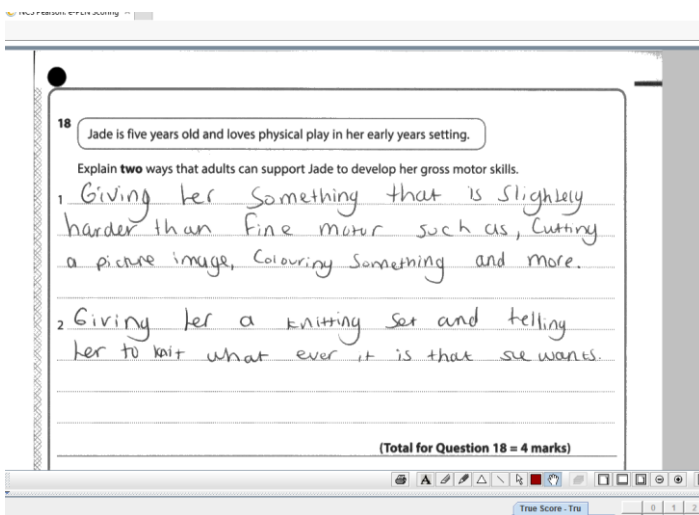
2 marks

Here the learner has provided some very good examples of the types of activities the adult can provide to support gross motor development. However no appropriate links have been provided showing how they support an aspect of gross motor development e.g., locomotion, balance, increase in large muscle strength



0 mark example

Here the learner has provided no example of adult support nor how it will support an aspect of gross motor development



Question 19

Targeted Specification Area: Learning Aim: ALL

In this final question learners were asked to draw on their knowledge of the whole unit in order to answer this question. The question asked how adults could use a role play activity (café) to support **one** other area of development for a four year old child.

There were some good responses to this question, and those gaining marks within the higher level mark band (3) were able to support their discussion with examples of how the role play activities could support **one** other area of development. Many responses used communication and language as a further area. This final question usually requires learners to focus on a specific age/ range so age appropriate examples should be provided. Those achieving lower marks either gave general examples that apply to any age, or non age appropriate examples

Level 3 Mark boundary

This response provides a good example of how the learner has linked examples of the café to cognitive development. Although there is a link to communication the focus is on cognition, how the café can help problem solving skills (number of cups available). To improve this response could have provided more age appropriate examples of cognitive development of a child aged four years.

19 Shirevale Nursery has set up the role-play area as a café to support the emotional and social development of the four-year-old children.

Discuss how adults can use this role-play activity to support one other area of children's development.

Physical: Having to walk around.

Cognitive: Memory, problem-solving, ability to think, imagination.

Adults using this role-play activity supports the child's cognitive development. This is because many children will find this interesting and want to join in. Linking with cognitive, memory is helped as when children communicate and ask each other what they would like in the café, they then have to remember what each individual said. This will make the child's ability to remember easier and better.

Another is problem-solving, for example if there are no cups available, the children would have to work out how to move around this problem and either find more cups or collect some in from other children.

Another is imagination, at the age of four most children imagine most things that go on, but whilst making in a 'café'.

(Total for Question 19 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

Here is another example of a response that was awarded 7 marks. The learner has focused on language development. There are links to the role play activity with examples of how knowledge of words can be developed (menu etc). Although the learner has provided a few examples of physical development the main focus is on language and provides some good examples, though no age appropriate examples are provided

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Discuss how adults can use this role-play activity to support one other area of children's development.

Adults can use this role-play activity to support language development. For example they children will have to talk to each other to create the menu. Adults could support language development also by letting them time to talk for example letting the children speak and not giving the answer to what to say or do. As they talk the children will be socialising with other children, which will develop their confidence and will develop language development early. Setting up the role-play as a café will help them develop self-esteem and feel secure about them self in other situations this will help them talk about their experiences and develop their communication and language development. ~~Set~~ This role-play activity can support ^{physical development} by making the children walk to serve the other children play the role of a client. It will also help ~~at~~ develop their hand-eye coordination. Adults can use this role-play to support the children physical development by using their fine motor skills ^{to} pick the sugar, pour the tea in the cup. Adults can use this role-play to support the children's language and communication development by learning new words for example the word 'coffee' or 'coffee latte' or even 'capuccino'. This Adult can use this role-play to support children's language and communication development by learning how words are spelled for example on the menu they will be words and the children will remember them and be able to use it appropriately or spell the word correctly. Adults can use this role-play activity to support language and communication development by making them learn how to speak to other people politely, know how to ask people politely for example saying 'Can I please have your order?' It will ~~have~~ develop positive behaviours.

(Total for Question 19 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

Here is another example of a response that provides a very good description of the way the role play activity can be used to support cognitive development. To develop this answer further the learner would need to include some age specific examples

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It could teach children intellectual development because it is encouraging children to experience new things and encouraging them to ^{think} about different jobs in the future. Also what they enjoy doing as a hobby so for the café the children could enjoy cooking or serving or asking/becoming the customer.

It could also support children's intellectual development by learning children to handle their money and experience what money is and how much each coin is worth. Also it will teach the children how much items in the café are because they can sell different items at a different price.

Another thing it could support intellectual development is by understanding different types of food and also it could help with adding up and taking away because if someone wants more than one thing they have to add it up. By naming different food that is widening the children's imagination.

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because not ~~always~~ ^{all} the time the children will name foods that aren't there or made up so the children are having to learn what the foods are.

Another thing that is helping the intellectual development is by the children having to write things down so they don't forget their order so it is teaching them how to write new words. Also teaching them how to hold a pencil properly.

(Total for Question 19 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

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19 Shirevale Nursery has set up the role-play area as a café to support the emotional and social development of the four-year-old children.

Discuss how adults can use this role-play activity to support one other area of children's development. 7 Q19

One other area of children's development it could help is Communication and Language. When the children are role-playing as the café worker they will be developing communication skills when asking the other children what they would like to buy. Also the child buying something from the café will be developing their communication skills, as they will be telling the shopkeeper what they would like.

The children at the role-play area might learn new words as there might be things they haven't heard of on the menu.

By having the role-play area as a café the children might learn to communicate what part of the café they want to be working in and what part they don't want to be working in. This will help develop their communication as they are able to work together and tell each other what they do and don't want to do.

On the menu if a child doesn't understand the words there might be pictures nearby to tell them what that word is. This will help them in the future when they look at the menu again as they remember what the

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word means as they saw a picture next to it. This will help to develop their vocabulary as they learn new words.

As the children are playing in the role-play area they will be developing new friendships, this will make it easier for the children to communicate with each other as they feel comfortable playing together and won't get as embarrassed as when they ~~are~~ ^{when they don't want to do something as} they are friends.

The children could ask each other how they feel about certain things in the play area and this will help them develop their communication as they are talking and asking questions.

By having the café as the role-play area the children will be communicating as in a 'real life' situation, and as they ^{learn more words} ~~ask for~~ ^{become} ~~that might help them to bring~~ their words ~~into~~ sentences and this will help them to be understood when communicating with other people.

Four year olds are able to bring words together and form longer sentences as their vocabulary increases. Enabling them to communicate their feelings and also help them to tell people what they want.

(Total for Question 19 = 8 marks) 7

TOTAL FOR PAPER = 50 MARKS

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Those achieving marks in the middle level boundary (2) were able to demonstrate links to one other area of development and provide examples though examples provided may not have always related to the role play activity (café) and/or were not supported with age appropriate examples.

In this example the focus is on communication and language. Although there are many good examples provided e.g, developing vocabulary, more language, know how to communicate, ability to express their feelings and help others through language. There is no specific age appropriate examples nor any links to the role play (café)

19 Shirevale Nursery has set up the role-play area as a café to support the emotional and social development of the four-year-old children.
Discuss how adults can use this role-play activity to support one other area of children's development.

The adults can use this role-play activity to support the child's language ~~or~~ skills. This is because when ^{a child is} playing a role and pretending to be someone else, it will require them to talk to others. ~~While~~ While they are talking they would be developing their vocabulary and this will help them in the future. Playing a role-play will also increase their understanding of the world and even their surroundings. It will educate them in ever more language will help them alot ~~as~~ and they will be happy about it that they know how to communicate. It will also help them make friends in schools as they will talk more. It will also help them progress in their ~~school~~ education also in their school as they will know the language they will be happy coming to school as they know that they have someone to talk to. They will be able to express their ~~feelings~~ feelings and they

also help someone if they are sad. The child will also take a step for themselves or someone else. If they know the language language they could even teach and be friends with a foreign friend.

(Total for Question 19 = 8 marks)
TOTAL FOR PAPER = 50 MARKS

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Discuss how adults can use this role-play activity to support one other area of children's development.

Adults can use this role-play activity to support ~~one other area~~ language development of a child as this would help promote a child to communicate with others. The role-play as a café would give a opportunity to a child to practice how to speak to others which would allow children to learn new words from other children and learn how to use the new words in general conversation.

During the role-play as a café children would use their imaginative skills as they would think on how to act out the scene. This would allow them to use and explore their imagination. This shows that they would develop their imaginative development.

This role-play as a café would promote children to talk to others and interact with them which would allow young children to practise and learn their way of talking. This would develop their language development.

as they would rectify their mistakes on how they talk towards others and they would find ways to improve that.

Children this can support a child's language development as it allows a child explore their language. When children would take part in this activity they would tend to ask questions if they are planning the such as "what does that word mean?" or "why?" this would help develop a child's language as they would learn what words make sense to use in ~~new~~ simple sentences also they would then know the definition of the word so they know the purpose of using that word or phrase.

(Total for Question 19 = 8 marks)
TOTAL FOR PAPER = 50 MARKS

Responses gaining marks in level 1 boundary provided either vague examples often linking to more than one area of development or providing examples of emotional and social development (which was excluded as it was quoted in the question).

In the following example the learner has provided some good responses that relate to other areas of development. Here the marker would have to choose which one area provides the best definition of how the role play area could be used to support one other area of development

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Discuss how adults can use this role-play activity to support one other area of children's development.

Adults can use role-play activity to support cognitive development in children. By using the café area as a guide for children, if you can bring maths into the café by letting children count coins, labeling prices on food and items, this can teach children the first basic concepts of maths and the idea of buying, selling and giving things away for a specific price.

Secondly, adults can use role-play to support physical development in children because after children finished playing, it requires children and adults to tidy equipments away. So by getting children to tidy and put items back to their original places, this trains them to do basic actions such as walking, picking, pushing and pulling that will become useful later when they in their future life. By tidying things and helping others, this teaches children the concept of taking responsibilities, thus can help social development because the child is learning to cooperate with others. Adults can also use role-play to help children to develop language skills and vocabulary, new words to use when working in a café or somewhere else. This lets the children feel familiar with words and later can be used again for their future when they go visit places in the real world. By learning new words and expanding vocabulary, it helps them to respond ^{clear} communication, speech during conversations. This teaches children language and the manners that are used in everyday lives and it can help with socialisation.

(Total for Question 19 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

Here the learner has provided a link to language and communication but the link is weak and there is more reference to emotional and social development

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Discuss how adults can use this role-play activity to support one other area of children's development.

~~This is the role-play setting can support another area of children's development which is physical development because the children are using fine motor and gross motor skills as the children are moving around and they are~~

The role play can support another area of development which is ^{Language} ~~physical~~ cognitive development ~~this~~ when the children play together and they carry out a role play, this supports their imagination and the child thinks before doing something. It supports language development because the children talk to each other and they use speech, they will ask each other questions they will socialise and mix with other children. It also supports language development because the child will have confidence when they are speaking; it fits the children can become friends and build new relationship with ~~some~~ language development. Language development fits very well into social and emotional each because the child has a role to participate in and they work together and using language development they can interact and socialise with others this will make them happy because they are confident and they do not have low self-esteem.

Here the learner has focused on different areas of development and provided no real examples

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Discuss how adults can use this role-play activity to support one other area of children's development.

They way adults can use role-play to support one other area is by making the children act as if the children are acting and making things up as they go along this is helping their cognitive development. The reason its helping their cognitive development by helping their brain come up with things. Another area it could help is their communication and language skills by learning new things along the way also they are communicating to other people by role-play they are pretending their in a cafe so their making new friends and communicating aswell as helping their language develop.

True Scan

Some learners failed to gain marks as they had focused on emotional and social development which was in the question

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Discuss how adults can use this role-play activity to support one other area of children's development.

They can use this role play activity to support the emotional and social development by when they are playing this role to teach them how to interact and communicate with each whilst they are playing the roll and how they would respect each other. it would affect the social emotional development because the child will be learning how they are going to make friends meaning as some of them might be alone which might make them upset because most of the times children like interacting playing and staying happy with other becuase it can be a fact of that they might feel lonely whereer they and might just want someone to be there with them to play, communicate and enjoy they time with. Also when they are socially interacting with other kids the way they talk act - body language

will show others on how they feel and if they want to communicate or not because most children dont have the confidence that they would interact with others meaning as being to shy and not knowing how to go and communicate them. Also the play area cafe is a really good idea because the child will also learn how to use new things meaning as how they would see everyone at a cafe and interact with them and learn new things also how they emotionally can get down if they dont have anyone to play or to talk to because that makes them feel all done.

(Total for Question 19 = 8 marks)

TOTAL FOR PAPER = 50 MARKS

Part 1 of 2

0 mark example

19

Shirevale Nursery has set up the role-play area as a café to support the emotional and social development of the four-year-old children.

Discuss how adults can use this role-play activity to support **one** other area of children's development.

~~Emotional development is the de and~~
Social development is the ~~de~~ how
children develop emotions and learn
how to express them and is about
how children develop friendships and
learn how to socialize with other
children, ~~and~~

This links to ~~the~~ Communication and
Language. Communication and language
is how a child learns to communicate
and develop speech it also is
how a child gains skills such as reading
and writing ~~and~~

By using this

of children's development.

adults can use this role play activity to support cognitive development because ~~they~~ the children will have to use these ~~thing~~ skills to come up with new ideas on what ^{thinking} will happen in the cafe. They will have to be imaginative so that the other children will be encourage to join in and play for example if they were drinking coffee and all of a sudden a pig walks in and want a cake it will make others laugh and want to come up with there own ideas. It will have fine motor skills because the cafe will have to take orders so they will use there tripod grasp on a pen/pencil to right what they want, they may use numeracy skills and counting so they have to count the money and use there thinking skills.

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