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Examiners' Report/
Lead Examiner Feedback

Summer 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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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). The grade awarded for each unit contributes proportionately to the overall qualification grade and each unit should always be viewed in the context of its impact on the whole qualification.

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 would not take into account that a test might be slightly easier or more difficult than any other.

Grade boundaries for this, and all other papers, are on the website via this link:

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Grade	Unclassified	Level 1	Level 2		
Boundary		Pass	Pass	Merit	Distinction
Mark		15	23	31	39
1706					

General Comments

Learner responses from this series demonstrate stability in performance.

A trend continues where some learners find difficulty in recalling age/stage specific milestones. This was particularly prevalent for questions 10 (a) (b).

Similar to 1701, learners either misinterpret questions or do not read questions thoroughly. In some cases, learners referred to scenarios in previous questions. Questions asking learners to provide examples of cognition continue to gain responses relating to communication and language

Again, learners seem more competent in identifying 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. However, there appears to be a continuing trend towards a better understanding of what is required than in previous series

Overall, it is pleasing to observe that learner responses are improving in quality and depth of application.

Multiple Choice questions

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

Questions 1 – 5 and 7

These questions are in multiply choice format. Interestingly learners were more able to provide correct responses that asked learners to identify milestones expected of a child at an age/stage than they were in providing open responses. The following responses received full marks.

- 1 The development of secure attachments is part of:
 - A Social development
 - B Language development
 - C Emotional development
 - D Physical development

- 2 Identify **two** milestones expected of a child at three years.
 - A Writes own name
 - B Rides a bicycle
 - C Uses tripod grasp
 - D Forms letters
 - E Walks upstairs

- 3 Identify **one** activity that promotes gross motor development.
 - A Balance on a beam
 - B Complete simple puzzles
 - C Sew large stitches
 - D Cut out simple shapes

4 Centile charts are used to:

- A Record illness
- B Observe skills
- C Plot growth
- D Note milestones

5 Which **two** are aspects of emotional and behavioural development?

- A Problem solving
- B Develop feelings
- C Memory recall
- D Fluent speech
- E Self-concept

7 A child with language delay may become:

- A Assured
- B Frustrated
- C Untruthful
- D Uncoordinated

Question 6

Targeted Specification Area: Learning Aim: B1

This question asked learners to identify two cognitive developmental milestones expected of a child aged between five and eight years

Some learners were able to gain 2 marks for this response. Most common responses were counting to 100 and simple calculations.

This response gained 2 marks.

6 Give **two** cognitive development milestones expected of a child aged between five and eight years.

1. count to 100 (conserve quantities)
2. simple calculations

(Total for Question 6 = 2 marks)

0 Marks

Some responses focused on communication and language

6 Give **two** cognitive development milestones expected of a child aged between five and eight years.

1. They can ~~written~~ ^{speak} ~~that~~ ^{hard} ~~senten~~ ^{sentences}
2. asking good sentences to other children.

(Total for Question 6 = 2 marks)

Question 8

Targeted Specification Area: Learning Aim: A1
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This question required learners to give two aspects of cognitive development.

Many responses gained 2 marks with the most common responses being perception and memory.

This response gained 2 marks.

8 Give **two** aspects of cognitive development.

- 1 Perception
- 2 Memory.

Some responses gave examples of cognition processes

This response gained 2 marks

8 Give **two** aspects of cognitive development.

- 1 to be able to understand & equation
- 2 to be able to know primary colour

Some learners who gained 1 mark provided examples from other areas of development.

This response gained 1 mark

8 Give **two** aspects of cognitive development.

- 1 ~~Feeling~~ Riding a bike
- 2 Simple puzzles.

Some learners were not able to provide correct examples or definitions.

This response gained 0 marks.

8 Give **two** aspects of cognitive development.

- 1 Growing
- 2 Playing

Question 9

Targeted Specification Area: Learning Aim: B1

Question 9 asked learners for two emotional and social milestones for a child between ages of three and four years. The question was seeking learner's knowledge of the milestone the child should meet at four years. Some learners provided examples of milestones already achieved. Responses providing example of 'friendships' were not accepted unless they related to strong/clear/good/stable/comfortable relationships.

Most learners were able to achieve at least one mark for this question. 2 marks.

9

Bella is three years old and is meeting expected milestones.

Give **two** emotional and social development milestones Bella is expected to meet in the next year, when she will be four.

- 1 Clear friend preferences
- 2 Plays ~~coo~~ cooperatively with peers

1 mark

9

Bella is three years old and is meeting expected milestones.

Give **two** emotional and social development milestones Bella is expected to meet in the next year, when she will be four.

- 1 should be able to keep ^{stable} friendships
- 2 Can speak fluently and be understood.

0 marks

9

Bella is three years old and is meeting expected milestones.

Give **two** emotional and social development milestones Bella is expected to meet in the next year, when she will be four.

- 1 Develop friendships that are the same gender
- 2 Control her anger

Question 10

Targeted Specification Area: Learning Aim: B1

This type of response always elicits a mix of responses from students where more learners struggle to achieve 1 mark.

Q10 (a)

1 mark

10 What is the likely age of a child who:

(a) has mastered the basics of reading and writing?

8 years

0 marks

10 What is the likely age of a child who:

(a) has mastered the basics of reading and writing?

2½ years

Q10(b)

1 mark

(b) has started to recognise self in mirror?

(1)

2 years old

(Total for Question 10 = 2 marks)

0 mark

(b) has started to recognise self in mirror?

12 months

Question 11

Targeted Specification Area: Learning Aim: B1 and B1 C1

Many learners were able to provide responses gaining 2 marks for this question. Most focused on 'run' or 'walk' which was accepted.

Q11(a)

2 marks

11

Troy is three years old. He broke his leg falling from a swing. Troy has now returned to nursery with his leg in plaster.

(a) Give **two** ways Troy's leg injury could affect his gross motor development.

(2)

- 1 He won't be able to run around and play with the other children.
- 2 He won't be able to walk properly

Some learners focused on Troy's injury which was an appropriate response. Here two responses on the second response are acceptable 'jump' 'climb'

2 marks

11

Troy is three years old. He broke his leg falling from a swing. Troy has now returned to nursery with his leg in plaster.

(a) Give **two** ways Troy's leg injury could affect his gross motor development.

(2)

- 1 ~~His legs~~ He won't be able to use his legs much.
- 2 He won't be able to jump around and climb

0 marks

11

Troy is three years old. He broke his leg falling from a swing. Troy has now returned to nursery with his leg in plaster.

(a) Give **two** ways Troy's leg injury could affect his gross motor development.

(2)

- 1 He may fall behind with his physical health and will not develop more skills as the other children are.
- 2 He will fall behind on the centile chart which will lead to him becoming upset as he is unable to join in with certain activities.

11

Troy is three years old. He broke his leg falling from a swing. Troy has now returned to nursery with his leg in plaster.

(a) Give **two** ways Troy's leg injury could affect his gross motor development.

(2)

- 1 his height. because it affect on his ~~to~~ growth.
- 2 ^{his} weight ^{going up} because he all going to set down and this affect on his body.

Question 11b

In this response, many learners were able to achieve at least 2 marks for How Troy's leg injury could affect his gross motor skills but found difficulty in providing an emotional effect

4 marks

(b) Explain **two** ways Troy's leg injury may affect his emotional and social development.

(4)

- 1 He will be delayed and won't be meeting the same milestones as the other children, because of this he might not be included and will feel upset and lonely.
- 2 ~~Will~~ will not want to interact with others. Withdrawal symptoms.

(b) Explain **two** ways Troy's leg injury may affect his emotional and social development.

(4)

1 Children may not want to play with him, as he can't do the activities they're doing, this will affect his social development and cause him to feel upset.

2 He may lack confidence because nobody will play with him because he lacks gross motor development skills.

3 Marks

(b) Explain **two** ways Troy's leg injury may affect his emotional and social development.

(4)

1 If Troy's is playing at nursery and his friends want to go play football he won't be able to join in so therefore won't be able to socialise.

2 When Troy's friends are running around and having fun he will be sitting there watching which will make him upset.

(b) Explain **two** ways Troy's leg injury may affect his emotional and social development.

(4)

1. It may affect his emotional because he won't be able to play making him feel left out.
2. He won't be able to socialise as much because of his broken leg.

2 marks

(b) Explain **two** ways Troy's leg injury may affect his emotional and social development.

(4)

1. It would affect him ^{socially} ~~emotionally~~ because he won't be able to go out with his friends in the play ground or outside of school because he won't be able to do the activities they would be doing such as running, riding a bike.
2. It would affect him ^{Emotionally} ~~socially~~ because

(b) Explain **two** ways Troy's leg injury may affect his emotional and social development.

(4)

1. Troy's leg injury might affect his emotional and social development because he won't be able to join in with the activities that are being played.
2. He won't be able to socialise properly with people around him because he won't be able to move around.

Question 12

Targeted Specification Area: Learning Aim: B, C

Learners were asked to describe one way a childminder can support the fine motor development to the next expected milestone of two and a half years.

Most learners were able to achieve at least one mark for this question by providing an appropriate way through examples of activities and resources e.g., crayons, paintbrushes.

In the following example 2 marks were achieved
1 mark for holding crayons and
1 mark for tripod grasp

Describe **one** way the childminder can support Abdul's fine motor development to meet expected milestones at two and a half years.

she can give him colouring books and
encourage him to use a tripod grasp when
holding crayons.

2 marks

1 mark for 'lots of colouring' 1 mark for 'develop hand preference'
Writing skills is only acceptable when it refers to 'mark making' There were a number of instances where learner responses included 'write small sentences' 'write complex words' which were not age appropriate examples.

Describe **one** way the childminder can support Abdul's fine motor development to meet expected milestones at two and a half years.

do lots of colouring to develop hand preference
and to develop Abdul's writing skills.

1 mark

It is important that learners should read questions carefully in order to guide their responses.

In a number of instances learners provided examples of gross motor developmental skills

In the example below the learner has given 'tricycle' as an example. However, they have provided an example of 'playdoh' which is given 1 mark

Describe **one** way the childminder can support Abdul's fine motor development to meet expected milestones at two and a half years.

~~He should be given a tricycle~~
She should provide a tricycle
so that he can ride it ~~and~~
and she should provide playdoh so
he can create imaginary things (Total for Question 12 = 2 marks)

Some learners gave some good examples but did not provide age appropriate milestones.

Here the learner has provided examples of making a necklace or giving him colouring books to colour which are good examples. However, the extension of encouraging hand-eye coordination whilst correct is not a specific age appropriate milestone

1 mark

Describe **one** way the childminder can support Abdul's fine motor development to meet expected milestones at two and a half years.

They can encourage 'Play that involves
hand-eye coordination e.g. making a
necklace. Also encourage his fine manipulative
by giving him colouring-in books to colour

There were many instances where learners gave responses of grips e.g., palmer, pincer whereas the age appropriate milestone was tripod

1 mark

Describe **one** way the childminder can support Abdul's fine motor development to meet expected milestones at two and a half years.

the childminder could give him teez so he can
work on his pincer ^{grip} or give him some colors
so he can draw on paper.

Some learners gave responses that did not provide specific examples.

0 marks

Describe **one** way the childminder can support Abdul's fine motor development to meet expected milestones at two and a half years.

Give him activities age appropriate and ~~easy~~
~~watch him~~ go through how to do ~~it~~ it

It is important that learners read questions carefully to ensure they focus on the area of development asked for in the question.

Here some gave responses to other areas of development particularly gross motor development.

0 marks

Describe **one** way the childminder can support Abdul's fine motor development to meet expected milestones at two and a half years.

~~Allow him to look at books~~ ^{pta} ~~code~~ ^{which will be} ~~can~~
~~allow~~ ~~to~~ ~~develop~~ ~~his~~ ~~cognition~~
~~as~~ ~~well~~ ~~as~~ Sing nursery rhymes to him which will
develop his language skills. (Total for Question 12 = 2 marks)

Describe **one** way the childminder can support Abdul's fine motor development to meet expected milestones at two and a half years.

he can run and kick a large ball and
ride a bicycle and provide large play ~~out~~ out
door act, like to the park, picnic, zoo to see different
animals

Question 13

Targeted Specification Area: Learning Aim: B1

Question 13 asked for age appropriate Milestones.
Few learners were able to achieve 2 marks for this question
Knowing 200 words seemed to be the most common response

2 marks

13

Belinda is two years old and meeting expected milestones.

Give **two** communication and language milestones Belinda should meet at two and half years.

- 1 She should know approx 200 words
- 2 She will start ^{to} ask questions such as 'who's that?'

13

Belinda is two years old and meeting expected milestones.

Give **two** communication and language milestones Belinda should meet at two and half years.

- 1 she should be able to speak around 200 words with a few mistakes.
- 2 she should be able to ask why and questions to understand things more.

1 mark

13

Belinda is two years old and meeting expected milestones.

Give **two** communication and language milestones Belinda should meet at two and half years.

- 1 ~~recognise and pronounce~~ Know 200 words
- 2 ~~use~~ respond to smiles

0 marks

13

Belinda is two years old and meeting expected milestones.

Give **two** communication and language milestones Belinda should meet at two and half years.

- 1 Tries to put more than one word together
- 2 passive vocab, understands words but doesn't yet use them.

Some gave milestones of older ages/stages

13

Belinda is two years old and meeting expected milestones.

Give **two** communication and language milestones Belinda should meet at two and half years.

- 1 Be able to use complex sentences e.g. using 'because'
- 2 ~~Count~~ Understand jokes and riddles

Question 14

Targeted Specification Area: Learning Aim:

In this question learners were asked to give two cognitive milestones a child should reach by the age of 5 years.

This question was a recall question of age appropriate developmental milestones and some learners appear to struggle with this type of question.

1 mark for 'count up to 10'

14

Ben is four years old and has reached expected milestones.

Give **two** cognitive milestones Ben should reach by the time he is five years old.

1. USE complex sentences

2. ~~remember~~ count to 10

0 marks

Here responses are general and not specific to the milestone of a 5-year-old.

14

Ben is four years old and has reached expected milestones.

Give **two** cognitive milestones Ben should reach by the time he is five years old.

1. complete puzzles.

2. start to understand more.

A number of responses gave milestones from other areas of development.

14

Ben is four years old and has reached expected milestones.

Give **two** cognitive milestones Ben should reach by the time he is five years old.

1. He is able to use more complex sentences

2. Use 'when, why, how, who, where, what' when asking questions

Question 15

Targeted Specification Area: Learning Aim: C1

Question 15 carried two marks for giving two ways a key person could support the emotional and social development of Sadiq.

Most learners were able to provide two correct examples.

2 marks

1 mark for encouraging him to join in group activities (to encourage friendships).

1 mark for developing a close relationship.

15

Sadiq has recently joined an early years setting and has been appointed a key person.

Give **two** ways the key person can support Sadiq's emotional and social development.

- 1 encourage group activities so she can make friends
 - 2 ~~encourage him~~ grow a close relationship so Sadiq knows she can always rely on her key person.
- (Total for Question 15 = 2 marks)

2 marks

1 mark for 'make him feel good about himself' develop bond/relationship.

1 mark for encourage friendships.

15

Sadiq has recently joined an early years setting and has been appointed a key person.

Give **two** ways the key person can support Sadiq's emotional and social development.

- 1 make him feel good about himself,
- 2 find him a friend so he isn't lonely.

1 mark

1 mark for 'help him with making friends' no marks for the second response as this is similar to the first response

15

Sadiq has recently joined an early years setting and has been appointed a key person.

Give **two** ways the key person can support Sadiq's emotional and social development.

- 1 Sadiq's key worker can help him with making friends.
- 2 Sadiq's key worker will also help him with communicating with different kids.

(Total for Question 15 = 2 marks)

Question 16

Targeted Specification Area: Learning Aim: C1

In this question learners were asked two ways adults could support Leah's (aged 4) communication and language development

Most learners were able to gain 2 marks for this question. However, most responses focused on the type of support adults could provide and there were no links made to age appropriate examples.

Those able to achieve 2 marks for a linked response gave examples such as 'talking about what had happened/might happen'.

The following example gained 3 marks

1 mark for 'reading to her' or 'asking her simple questions' and 1 mark 'what happened next'

In the second response 1 mark was given by encouraging 'Leah to talk to her and getting her to talk back' or 'respond so she knows you are listening'.

Explain **two** ways Sarah can support Leah's communication and language development.

Sarah can support Leah by reading to her and asking her ~~st~~ simple questions about the book. Such as 'What happend next?'

Sarah can support Leah by talking to her and and getting her to talk back. Also respond to what she says so she knows you are listening.

2 marks

Most learners achieved two marks for providing examples of the type of support an adult could give Leah.

Explain **two** ways Sarah can support Leah's communication and language development.

1. Leah's key person should sing ~~the~~ nursery rhymes with Leah, to encourage her to speak.

2. ASK SARAH QUESTIONS TO ENCOURAGE HER TO SPEAK OR ASK QUESTIONS HERSELF.

2 marks

1 mark for encouraging her to play with others and 1 mark for 'ask her for it' (asking questions). If the learner added the word 'complex' between 'forming' and 'sentences' this would have achieved a further mark for an age appropriate milestone.

Explain **two** ways Sarah can support Leah's communication and language development.

Encourage her to play with other children so she will practice using her words - forming sentences.

~~Read books with her so she hears new language.~~ If she would like something - doesn't know how to ask for it, give her two options so she has to say which she wants. (Total for Question 16 = 4 marks)

3 marks

Few learners were able to achieve 3 or 4 marks for this question. In this example 1 mark is given for the first example for 'read a story to Leah' (as in marking scheme) 1 further mark for asking simple questions 'about the story' (encouraging Leah to talk about what has happened) In the second response 1 mark was given for 'singing nursery rhymes'

Explain **two** ways Sarah can support Leah's communication and language development.

1. Sarah can read a story to Leah and then ask Leah a few simple question about the story.

2. Sarah can also help Leah by ~~singing~~ singing nursery rhymes.

Few learners were able to achieve 3 or 4 marks the most common examples for linked descriptions were 'complex sentences' 'counting to 10' using 'because'.

4 marks

Explain **two** ways Sarah can support Leah's communication and language development.

1. provide opportunities that gives Leah chance to talk e.g. working in groups letting Leah ask questions like 'who' 'what' 'how'.

2. Introduce Leah to letters ~~to~~ and encourage her to form complex sentences using the word 'because'. Asking her questions and getting her to explain will help this.

Question 17

Targeted Specification Area: Learning Aim: B1, C1

Learners were asked to explain two ways that adults could support a child's cognitive development between the ages of seven and eight years old.

Learners struggled with this question and in most cases, were able to achieve 2 marks mainly for the adult support (provide resources e.g., counters) but unable to provide age appropriate extensions (to encourage Wendy to count to 100)

Common responses for adult support included: new environments, puzzles, treasure hunts, trips to park/zoo

Many responses provided examples e.g., 'provide them with a map of the school' 'show them around the school' 'give them objects and hide them around the school' 'take one away' These types of adult support may explain student's ability to provide an age/stage appropriate link rather than identifying an age appropriate milestone and the adult support that might be appropriate to achieve the milestone

4 marks

Here the learner has provided two good examples.

Response 1 1 mark for 'providing a worksheet with clocks' and 1 mark for a linked response 'telling the time'

Response 2 1 mark for 'encouraging problem solving' 1 mark for 'simple maths calculations'.

Explain ~~two~~ ways that adults can support Wendy to develop her cognitive skills in the next year, when she will be eight years old.

1. The adults could provide a worksheet to practice Wendy's handwriting with clocks on so Wendy can learn to tell the time.
2. Providing simple maths calculations to encourage problem solving skills.

3 marks

First response: 1 mark for providing activity to support Wendy's memory' 1 mark for telling the time (age appropriate milestone)

Second response: 1 mark for 'opportunities to go somewhere new' or 'ask Wendy questions'.

Explain **two** ways that adults can support Wendy to develop her cognitive skills in the next year, when she will be eight years old.

- 1 Telling the time. Wendy should start to feel more confident to tell the time. The adults can design a memory test, Wendy has to remember what activity should go with a certain time. This helps Wendy to build up her confidence.
- 2 Provide ~~a~~ new opportunities to go somewhere new. The adults can take Wendy out for the day, while they are out, they can ask Wendy questions and activities which will help her to achieve her milestones.

2 marks

1 mark for providing costumes for imaginary play.

1 mark for encouraging problem solving activity.

Explain **two** ways that adults can support Wendy to develop her cognitive skills in the next year, when she will be eight years old.

- 1 The adults could support Wendy by giving her costumes so she can imaginative play this will make it feel more real to her and may increase her cognitive skills.
- 2 The adults could also take her out to a park and do problem solving this will engage her to think.

A number of responses focused on communication and language or provided examples that were not age appropriate.

0 marks

Explain **two** ways that adults can support Wendy to develop her cognitive skills in the next year, when she will be eight years old.

1 To draw her name and colour it in.

2 Draw with her, colour in with her.

Question 18

Targeted Specification Area: Learning Aim: A2, C1

Question 19 Most learners were able to achieve at least 2 marks for this question with many achieving 3 or 4 marks. Learners were required to provide examples of encouraging physical development of children aged 5 – 8 years.

4 marks

1st response: 1 mark for Food (nutrition) 1 mark for 'get strong bones'

2nd response: 1 mark for sleep 1 mark for 'could delay growth'

Explain **two** other ways that adults can support the physical development of children from five to eight years.

1 Providing and making sure that all of the children have food to eat, this is important so the children can eat enough protein, nutrients etc to get strong bones.

2 Making sure they get enough sleep to make sure they grow, if they get less sleep then it could delay growth.

3 marks

1st response: 1 mark for providing a bike. 1 mark for 'balancing skills'

2nd response: 1 mark for sports day or kick/throw a ball

Explain **two** other ways that adults can support the physical development of children from five to eight years.

1 They could provide a bike day out to improve their balancing skills as they learn to ride the bike.

2 Have a day full of sports so they play the sports all day and become good at them by learning how to kick, throw, aim a ball.

2 marks

1st response: 1 mark for hopscotch or hula hooping or hide and seek or tag (no marks for skipping as this is in the question)

2nd response 1 mark for painting.

Explain **two** other ways that adults can support the physical development of children from five to eight years.

1 Outdoor activities such as hopscotch, skipping, hula hooping, hide and seek, tag and more games

2 Do grouped activities with other children indoors such as games like guess who and monopoly and maybe painting

Question 19

Targeted Specification Area: Learning Aim: ALL

Learners were required to demonstrate understanding of Justin's emotional and social behaviours and relate that to one other area of development, showing how supporting the other area could support his transitions. For example: Justin is withdrawn so unlikely to socialise so therefore his language and communication may be delayed as a result. The key person could encourage group activities based on his likes and dislikes (role play of superheroes) which would encourage dialogue and communication, thus support his transition.

Level 1 Band

Responses falling in the first band provided responses that were limited, did not give specific examples or focused heavily on emotional and social development.

Some learners were unable to make links to other areas of development or provided limited information.

Justin's key worker can help support not just his emotional and social they can also help his physical development. As he is withdrawn his physical development is also being delayed as he is not participating activities, she can help by taking him outside and encourage him to play with the outside objects and apparatus, they way this is helping is because he is working on his social development as well as there will be other children their two.

This response focuses on the emotional and social aspects of Justin's development.

Discuss how Justin's key person can support him through this transition to promote one other area of development.

The key person could play games with him let him win so he feels confident, introduce daily rhymes so ~~them~~ then he starts to get used to it and he won't feel anxious about the next day if he knows what's going to happen, give him a buddy for break and lunch time so he will build a friendship and feel connected to someone and will most likely fit in with the buddy's friends. Help him to read so he is comfortable with his key person and then might open up and share his feelings, reading will also help his language skills and ~~his~~ his imagination will get bigger.

Some learners cited a number of areas of development and examples were general. These types of responses gained marks at the lower end of Band 1

Discuss how Justin's key person can support him through this transition to promote one other area of development.

It could also affect his communication and ~~to~~ language because if he is getting withdrawn he isn't going to ~~talk~~ ~~talk~~ talk to a lot of ~~people~~ people.

It will affect his cognitive skills because if he isn't in ~~school~~ ~~class~~ class then he isn't going to understand what he has ~~to~~ to do so he isn't going to be ~~able~~ able to do his work.

It might affect his physical ~~&~~ skills because they might be doing something with their ~~bodys~~ bodies that they ~~are~~ need to do and if he has been withdrawn then how do is he might to do.

Level 2 Band

Responses falling in the 2nd Band provided examples where learners were able to focus on one other area of development (or a few areas of development but were able to provide good examples for at least 1 area). This example demonstrates that even though the learner has not provided a comprehensive response filling two pages, they have provided some good clear links to communication and language and how it links back to emotional and social development.

19

Justin is four years old and has recently joined a new pre-school. His key person has noticed that Justin is sometimes withdrawn and this is affecting his emotional and social development.

Discuss how Justin's key person can support him through this transition to promote one other area of development.

The carer promote his physical development. By doing this Justin may be able to do activities that he enjoys.

Justin's key person can support him through his transition by promoting his communication and language development. As he is withdrawn his key person would be able to speak with him and Justin would be able to speak back which would improve his speech. His key person could spend the time with him when he is withdrawn to teach him new things. This could be increasing his knowledge and vocabulary of words. ~~Another way to do this is that Justin's key person could~~ By Justin's key person doing this, he will become knowledgeable and have more confidence to interact and talk to other people. His key person's communication and language development would be promoted as he would be matching up the new words that he has learnt to get up to his key person and explain to them how he is feeling.

The following provides further examples of a common link made to communication and language development.

Justin ~~could also be~~ Moving to a new pre-school could also be affecting his language and communication and language development because if he isn't interacting with others sometimes he isn't getting the chance to learn new words. Justin's key ~~peer~~ person can support him by doing a couple of various ~~for~~ activities for example story time his key person could get ~~the~~ ^{all the} children to interact with the story and ~~communicate~~ communicate with others about what they liked about it, what their favourite part was? who was their favourite character was? and why they were? ~~This~~ This is getting Justin to ask and discuss the who, what, why, where and when questions. Another ~~thing~~ ^{activities} his key worker could do is Show and tell as by doing this he is ^{maybe} learning new words from others getting confidence to talk in front of others and also he's learn how to listen to others without interacting.

new words from others getting confidence to talk in front of others and also he's learn how to listen to others without interfering.

Discuss how Justin's key person can support him through this transition to promote **one** other area of development.

Justin has ~~just~~ just joined a new pre school so he won't know any of the children yet and won't of ~~de~~ developed any friendships yet which could cause him to have no confidence & not join into activities. If this is the situation then this could cause him to feel left out & upset him this means that his emotional and social development could slow down and be resisted.

This could also affect his language and communicational development as he may not interact with the other children which could slow ~~down~~ down his language as he won't be talking as much as the other children. He may also not get involved in class as much as the other children so this could also slow down his language development. If he doesn't know the children he may not know how to act and communicate around them ~~and could cause~~.

Language & Communicational link together ~~at~~ with emotional and social development because if Justin then has a communication & language barrier he may become

frustrated & affect him emotionally.

It also could affect Justin's Key person can then help Justin with this transition by setting up group activities so Justin gets involved in the group so he interacts with all these other children, this will support his language and communication development as he will be talking and interacting with the other students ~~and~~ and will also support his emotional and social ^{development} as he will make friends with the other children which will increase Justin's confidence and self-esteem in himself. They could also set up activities including singing nursery rhymes so that ~~the child~~ Justin will be having fun which is part of his social & emotional development as he will be having fun and also help his language and communication as he will be singing which will help him learn new words and how to pronounce them. You could also do this by reading books / story time so he can see what words are pronounced in ways but also still enjoy the story. If Justin is scared to come to school his key person could greet him every morning & say goodbye everyday so he knows he has someone always there.

Level 3 Band

The following provides an excellent example demonstrating how the learner has engaged in identifying communication and language and drawing links across to emotional and social development. For example, they have shown the value of friendships in encouraging language development, using pretend play as a platform for expressing emotions using the theme 'mum's and dad's' which may make Justin open up about any negative emotions he may be feeling. Providing drawing

materials is another example of where the learner has successfully demonstrated another form of communication that can give clues about any issues Justin may have at home.

Though an age/stage appropriate milestone is 'hinted' at here ('... create a bond built on trust so the child will be able to confide in his key person', inferred link to milestones – talk about what has happened"); this response would have benefited from a few age/stage appropriate milestones to achieve full marks e.g., using complex sentences, using words 'because', using language to argue and answer back.

Discuss how Justin's key person can support him through this transition to promote ~~one~~ other area of development.

Justin is sometimes withdrawn so his key person should encourage him to socialise with other children and ensure he has a range of friendships. This is because if he doesn't have more than one friend, when that friend isn't there, he will go back to feeling lonely and withdrawn. By supporting him like this, it promotes communication and language development because he is driven to talk to other children who may have different vocabulary to him so he will pick new things up. Another thing his key person can do is provide him with one-on-one advice or counselling to make sure he is happy. It will create a bond built on trust so the child will be able to confide in his key person. This will promote communication and language development because he is talking to his key person; asking questions and general conversation takes place. This will ensure his communication is on track and he is developing normally. His key person should also provide him with paper, paint and other art supplies to encourage him to portray his emotions in a different manner. This

will provide him with an opportunity to release his emotions and depending on the colour and what he draws, his key person will know how Justin is feeling.

Similarly, by using role play and pretend play, it is allowing the child to express his feelings and project them in a different way. For example, when playing games like 'mum-dad', he might start re-enacting what is happening at ~~home~~ home or how he is feeling. This will give his key person an idea of why he is withdrawn and acting up. This promotes communication and language development because he is forced to speak and act out what is happening; He will start asking questions as well. His body language also gives his key person an idea of what he is feeling.

Level 3 Band

This response provides an excellent example where a learner has written part of the response and re read the question. Realising they were not answering the question they have produced an answer that falls within level band 3

Discuss how Justin's key person can support him through this transition to promote **one** other area of development.*

Justin's emotional and social development would lack how he co-operates with others and his friendships ~~are~~ ; bonds would not be strong so it would effect his communication and language development because it will stop him interacting with others by his speech and communication also it would stop him from expressing himself to maintain friendships ~~and~~ also bonds. ~~are~~ to His emotions would ~~stop~~ ~~be~~ lack his reading as he would feel insecure and unsafe in a new setting. His speech would be unclear as he hasn't felt secure or reassured by the new setting. It would take him time to communicate with peers as he came to a new setting. Also it can stop him from learning new words and vocabulary ~~because~~ ~~is~~ as he may feel isolated and withdrawn from a new environment.

Justin's key person can support him through this transition to promote his cognitive development. The key person could give Justin activities ~~is~~ that interact with other children in order to develop his knowledge from ~~learning~~ learning from others. Also ~~give~~ ask him questions about himself and activities he enjoys doing to improve his listening and talking skills which develops his perception. They could reinforce his learning skills by asking ~~the~~ Justin questions ~~such~~ ~~as~~ about the activities such as 'how', 'why', 'what', 'where'. This will help his memory and learning of the environment. Also they could give ~~offer~~ him activities he likes with other children in the same age group that likes the same activity, this will help ~~his~~ him ~~to~~ ~~to~~ interact with peers and then he'd know how to form bonds and friendships. They can also give games to express his imagination and feelings through role play.

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