



Examiners' Report/ Lead Examiner Feedback

January 2018

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

The external assessment process was considered to be appropriate and fit for purpose. There were 3357 entries for this examination.

The 1801 series has introduced some new format to questions within the paper and marks awarded to support learner achievement. Question 8 is now in three parts and includes pictorial representations of children in various stages of development. It was hoped that the inclusion of pictures would make papers more accessible to learners in a positive way.

Question 13 now comprises two parts. (a) asks learners to identify specific milestones and (b) introduces 'recommend' questions. Here learners are provided information that guides learner responses so that learners identify appropriate resources/activities, state how these resources/activities can support development and the age/stage appropriate milestone hoped for at the age provided in the question. This question now carries 6 marks.

The final question now carries a total of 9 marks. Similar to question 13, learners are provided with a scenario and to 'assess' the use of the theme/activity in supporting children's development. This question allows learners to demonstrate their overall knowledge of child development though questions will either ask for the area of development discussed in the question OR one other area of development.

Again, information is provided that guides learners to provide:
Other resources/activities that link to the theme and the area of development
How these resources/activities will promote children's learning and development in this area and the age/appropriate milestone that the resource/activity will help develop.

An addition to this question asks learners to consider the negative impact on children's development. This allows learners to consider either the negative impact in the area discussed in the question or the holistic impact over other areas of development.

Grade boundaries for this and all other papers can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	13	21	29	37

Multiple Choice questions

Questions 1 – 5

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

Question 4

4 Identify **two** communication and language milestones expected of a child aged **12 months**.

- A Walks holding on to furniture
- B Understands simple instructions
- C Begins to coo
- D Asks questions
- E Knows own name

(Total for Question 4 = 2 marks)

Question 5

Appears well answered many gaining both marks for this question Some responded with C remembers past experiences

2 marks

5 Identify **two** cognitive milestones expected of a child aged **three months**.

- A Follows movement with eyes
- B Explores their environment
- C Remembers past experiences
- D Recognises familiar routines
- E Completes simple puzzles

(Total for Question 5 = 2 marks)

Question 6 (a) and (b)

Specification Area: Learning Aim: B1

(a) This question asked learners to identify the age when a child would be likely to first smile. The correct response was between 3 weeks and 2 months.

0 marks

A number of responses focused on 3 months to 1 year.

6 (a) What age can a child first smile?

3 MONTHS

6 (a) What age can a child first smile?

1 years old

1 mark

6 (a) What age can a child first smile?

six weeks

(1)

(b) asked which area of development related to a child smiling for the first time.

Many identified correct response and a number were specific in identifying smiling as an emotional response which demonstrated a good understanding of this area of development

1 mark

(b) Which area of development relates to a child smiling for the first time?

(1)

emotional.

(Total for Question 6 = 2 marks)

(b) Which area of development relates to a child smiling for the first time?

(1)

Emotional and Social

(Total for Question 6 = 2 marks)

0 marks

Some identified other areas of development

(b) Which area of development relates to a child smiling for the first time?

(1)

Physical.

(Total for Question 6 = 2 marks)

Question 7

Specification Area: Learning Aim: A1

Learners were asked to identify two examples of cognitive development. Though this question was aimed at Area A1 of the specification, many learner responses gave examples of cognitive development. This demonstrated learners' deeper understanding of this area of development applied to different contexts.

2 marks

7 Cognitive development is the way children develop thought processes.

Give **two** other examples of cognitive development.

- 1 Problem Solving - Puzzles.
- 2 understands and follows instructions

(Total for Question 7 = 2 marks)

7 Cognitive development is the way children develop thought processes.

Give **two** other examples of cognitive development.

- 1 using their imagination
- 2 problem Solving

(Total for Question 7 = 2 marks)

1 mark

7 Cognitive development is the way children develop thought processes.

Give **two** other examples of cognitive development.

- 1 reading
- 2 complete simple puzzles recognise self in mirror.

(Total for Question 7 = 2 marks)

Question 8 (a) (b) (c)

Specification Area: Learning Aim: B1

In (a), learners were asked to identify the age of a child who could feed themselves. This question was presented in pictorial format and is a new to this exam series.

Overall this new structure for this question appeared to work well.

Some learners were able to identify the correct age of 18 months

8 (a) At what age can a child begin to feed themselves with a spoon?

(1)

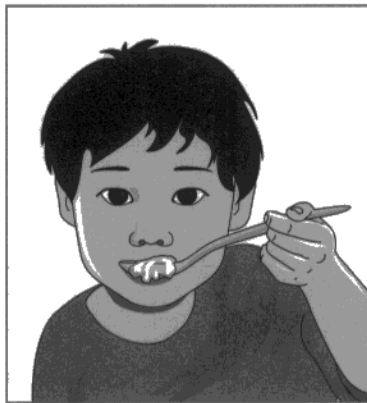


Figure 1

Myobas 18 months

0 marks

8 (a) At what age can a child begin to feed themselves with a spoon?

(1)



Figure 1

3-4 years

In (b) learners were provided a further picture of a child tying shoe laces and asked them to identify the age when they were likely to achieve this milestone. Again this format is new to the exam series

More learners were better able to identify the correct age range of between five and eight years than a specific age range as in (a).

1 mark

(b) At what age can a child begin to tie and untie their shoelaces?

(1)



Figure 2

5-8 years

Some learners cited age ranges within the 5 – 8 age range

(b) At what age can a child begin to tie and untie their shoelaces?

(1)



Figure 2

5-6 years.

Some learners cited specific ages and were awarded a mark as the age fell within the correct age range.

(b) At what age can a child begin to tie and untie their shoelaces?

(1)



Figure 2

7 years

In (c) learners were asked to identify the area of development (a) and (b) fell in to While many learners were able to correctly identify 'fine motor development' some identified other areas. The most common area was cognition.

1 mark

Many learners were able to identify the correct area of development – fine motor

(c) Which area of development is shown in Figure 2?

(1)

Physical - fine motor skills

(Total for Question 8 = 3 marks)

0 marks

Some learners cited other areas of development

(c) Which area of development is shown in Figure 2?

(1)

~~Gross~~ Cognitive development

(Total for Question 8 = 3 marks)

Physical development was not specific enough for marks to be awarded as (a) and (b) are behaviours that fall under fine motor development in the specification.

(c) Which area of development is shown in Figure 2?

(1)

physical development

(Total for Question 8 = 3 marks)

Question 9 (a) (b)

eted Specification Area: Learning Aim: B1

In this 2-part question, learners were asked to identify an example of a reflex expected of a new-born baby

(a) Many learners were able to gain 1 mark for this response

1 mark

9 (a) Give **one** example of a reflex expected of a **newborn** baby.

(1)

Startle reflex.

In the second part of the question learners were asked to provide two examples of gross motor development expected of a child aged between three and six months.

(b) Many learners were able to identify appropriate milestones

2 marks

(b) Give **two** examples of gross motor developmental milestones expected of a child aged between **three** and **six months**.

(2)

- 1 roll over on to their front.
- 2 able to lift head and chest up when lying on their stomachs.

(Total for Question 9 = 3 marks)

Some learners gave milestones outside the three to six-month age range
1-mark example

(b) Give **two** examples of gross motor developmental milestones expected of a child aged between **three** and **six months**.

(2)

- 1 can lift head - has neck & head control.
- 2 can sit unsupported.

(Total for Question 9 = 3 marks)

0 mark example

(b) Give **two** examples of gross motor developmental milestones expected of a child aged between **three** and **six months**.

(2)

- 1 Feeding themselves
- 2 crawling

1 mark example

Some learners identified fine motor instead of gross motor examples

(b) Give **two** examples of gross motor developmental milestones expected of a child aged between **three** and **six months**.

(2)

- 1 roll over from front to back
- 2 watches ~~the~~ her hands

(Total for Question 9 = 3 marks)

Question 10

eted Specification Area: Learning Aim: B1

Learners were asked to provide two cognitive milestones for a child between five and eight years old.

2 marks

10 Hussain is **five years old** and meeting expected milestones.

Give **two** cognitive milestones Hussain is expected to reach by the time he is **eight years old**.

- 1 Count to 100
- 2 do simple calculations

2 marks

In this example 1 mark for counting to 100 and 1 further mark for simple addition and multiplication. Where it was clear that learners were providing examples of 'simple calculations' awards were given.

10 Hussain is **five years old** and meeting expected milestones.

Give **two** cognitive milestones Hussain is expected to reach by the time he is **eight years old**.

- 1 ~~Count to 100~~ Count to 100
- 2 ~~Simple addition and multiplication~~ Simple addition and multiplication

(Total for Question 10 = 2 marks)

1 marks

Some responses gave general cognitive abilities rather than milestones e.g., problem solving

10 Hussain is **five years old** and meeting expected milestones.

Give **two** cognitive milestones Hussain is expected to reach by the time he is **eight years old**.

- 1 Can attempt more challenging school work ^{and can follow rules}
- 2 can problem solve small issues he may have.

0 Marks.

Some learners provided responses that fell under communication and language development

10 Hussain is **five years old** and meeting expected milestones.

Give **two** cognitive milestones Hussain is expected to reach by the time he is **eight years old**.

- 1 Read a childrens book
- 2 Spell and write out his own name

(Total for Question 10 = 2 marks)

Question 11

Specification Area: Learning Aim: B

Learners were asked to provide two communication and language milestones for a child aged between two and a half years and three years old.

A number of learners were able to give 2 correct examples. Common responses were 'simple sentences' and 'having up to 200 words'

2 marks

11

Gemma is **two and a half years old** and has been attending the local nursery for one year. She enjoys looking at books and playing with the toys in the home corner.

Give **two** communication and language milestones Gemma is expected to reach by the time she will be **three years old**.

1 Can use simple sentences.

2 Has around 200 words.

(Total for Question 11 = 2 marks)

Some learners were able to achieve 1 mark. A common response was 'speaking in simple sentences'

1 mark

11

Gemma is **two and a half years old** and has been attending the local nursery for one year. She enjoys looking at books and playing with the toys in the home corner.

Give **two** communication and language milestones Gemma is expected to reach by the time she will be **three years old**.

1 Speaking in simple ~~sentences~~ sentences.

2 using 50 words.

(Total for Question 11 = 2 marks)

0 marks

Some learners gave milestones achieved at different ages

Gemma is **two and a half years old** and has been attending the local nursery for one year. She enjoys looking at books and playing with the toys in the home corner.

Give **two** communication and language milestones Gemma is expected to reach by the time she will be **three years old**.

- 1 Should be able to say words when she needs something like 'drink'
- 2 could have a very simple conversation with someone like a greeting or goodbye.

(Total for Question 11 = 2 marks)

Question 12

Specification Area: Learning Aim: B1, C1

For this question, learners were required to describe two ways adults could support a child's fine motor development aged between three and four years

There were some good responses to this question. Many learners were able to identify adult support and age appropriate activities

4 marks

12

Adults can support the fine motor development of a child aged between **three** and **four years** by providing them with crayons so they can draw a person with a head.

Describe **two other** ways adults can support a child's fine motor development in this age range.

1. By giving them ~~crayons~~ ^{string} with large beads so they are able to ~~thread~~ make a necklace.

2. By providing them with ~~pen~~ scissors so they can cut out shapes as ~~at~~ at this age they can use scissors.

(Total for Question 12 = 4 marks)

2 marks

Describe **two other** ways adults can support a child's fine motor development in this age range.

1. One of the ways adults can support the fine motor development of a child aged between 3 and four years is by drawing simple shapes and the child cut use scissors to cut the shapes ^{out}.

2. One of the ways adults can support the fine motor development of a child aged between three and four years is by threading beads onto string to make a necklace.

(Total for Question 12 = 4 marks)

Some learners were able to correctly identify age appropriate activities e.g., 'helping the child turn the pages in a book' and general activities e.g., painting. To gain further marks learners would need to provide extensions

to these questions e.g., 'adults can paint with the to encourage them to paint a person with a trunk /legs

2 marks

12

Adults can support the fine motor development of a child aged between **three** and **four years** by providing them with crayons so they can draw a person with a head.

Describe **two other** ways adults can support a child's fine motor development in this age range.

1 ~~Taking~~ the adults can paint with them

2 Teaching them to turn pages in books

Some learners provided some good responses however they were not specific to be able to interpret in the age appropriate milestone as the activities could relate to a child of most age ranges.

12

Adults can support the fine motor development of a child aged between **three** and **four years** by providing them with crayons so they can draw a person with a head.

Describe **two other** ways adults can support a child's fine motor development in this age range.

1 give them a bucket with toys in lay them out and let the child pick which one they want.

2 give them cards with pictures of animals on.

(Total for Question 12 = 4 marks)

0 marks

Some learners gave examples for other areas of development or physical developmental needs.

12

Adults can support the fine motor development of a child aged between **three** and **four years** by providing them with crayons so they can draw a person with a head.

Describe **two other** ways adults can support a child's fine motor development in this age range.

1 By giving the child a well ventilated sleeping area. This will make sure the child isn't grumpy.

2 By meeting the child's nutritional needs. This will help the child's diet.

(Total for Question 12 = 4 marks)

12

Adults can support the fine motor development of a child aged between **three** and **four years** by providing them with crayons so they can draw a person with a head.

Describe **two other** ways adults can support a child's fine motor development in this age range.

1 they can show them how to do it ~~and~~

2 they can show ~~them~~ the children a picture of it.

Question 13 (a) (b)

Specification Area: Learning Aim: B1 C1

This question is presented in a new format starting with a short question asking learners to identify two physical milestones Callum would reach between four and five years old

(a)

Some learners identified jump, run climb, skip, hop. In the specification these are milestones achieved between 5 and 8 where a child can do these physical activities 'confidently'. where learners identified these activities, marks were awarded as they did not state a child was confident

2 marks

13

Callum is **four years old** and meeting expected milestones. He attends a local childminder where he enjoys playing in the sand and water trays.

(a) Give **two** physical milestones Callum is expected to reach between **four** and **five** years old.

(2)

1 run and jump

2 climb and skip.

Some learners identified emerging skills 'riding bikes with stabilisers' A child aged between five and eight would be able to ride a bike

13

Callum is **four years old** and meeting expected milestones. He attends a local childminder where he enjoys playing in the sand and water trays.

(a) Give **two** physical milestones Callum is expected to reach between **four** and **five** years old.

(2)

1 ride a bike ~~stand~~ with stabilisers

2 write his name

1 mark

some learners gave examples of activities in other age ranges. Riding a bike is achieved around five to eight years old.

13

Callum is **four years old** and meeting expected milestones. He attends a local childminder where he enjoys playing in the sand and water trays.

(a) Give **two** physical milestones Callum is expected to reach between **four** and **five** years old.

(2)

1. Ride a bike.
2. Write his name correctly.

(b) In the second part of the question learners are provided some guidance as to the type of response they should provide. Here they are asked to recommend two ways Callum's childminder could support his communication and language development between four and five years old. To be awarded the full 6 marks for this aspect of the question, learners needed to identify the resources/ activities the adults would provide, how these resources/activities could support the area of development and the age/appropriate milestone that they would be achieved by the time Callum would be five.

6 marks

1st response

1 mark for circle time (activity)

1 mark for 'talking about weekend' (what has happened – age appropriate milestone)

1 mark for 'supporting Callum's development because he will be communicating with other children' (encouraging speaking and listening).

2nd response

1 mark for 'read Callum a book' (activity)

1 mark for 'asking questions' (adult support)

1 mark for 'asking who was your favourite character and why' (answering back – age appropriate milestone)

1. ~~Be~~ They can do circle where they talk about what they did on the weekend. This will help to support Callum's development because he will ~~be~~ communicating with the other children. ~~In the setting.~~

2. Callum's Childminder can read Callum a book and then ask him questions about it. For example, "Who was your favourite character and why?" This will help Callum's development because he will be communicating with the childminder.

(Total for Question 13 = 8 marks)

5 marks

In this response 5 marks awarded

1st response

1 mark for 'give Callum a book' (activity/resource)

1 mark for 'ask questions' (encourage speaking skills)

0 marks for age appropriate milestone

2nd response

1 mark for 'role play' (activity/resource)

1 mark for 'encouraging speaking skills' (as in mark scheme)

1 mark for 'speaking fluently' According to the specification, by four years Callum should be speaking fluently with some speech immaturities. Therefore, between the ages of four and five he should be learning to speak fluently. (milestone)

1. They could give Callum a book to read and ask him questions out of it, this would support his development because he is learning new words.

2. They could play role play with Callum, to help him feel more confident when he speaks because he would this will support his development because it will learn him to speak fluently.

(Total for Question 13 = 8 marks)

Some learners were able to identify appropriate activities and resources achieving up to 4 marks.

4 marks

In this response First response

1 mark for providing Callum with books (resource/activity)

1 mark for 'asking him to read aloud' (encourage his speaking skills)

0 marks for age appropriate milestone

Second response

1 mark for 'introducing new words' (resource/activity)

1 mark for 'asking him to say them back (encouraging his speaking/asking question)

0 marks for age appropriate milestone.

1 callum's childminder can help him by reading books with him and asking him to ~~say~~^{read} aloud so that he can have help on difficult words that he can't say. This will help callum because it will boost his confidence to read to other people and it might make him less scared to talk to people.

2 another way she could help is by introducing new words to callum and asking him to say them back. This will help because he'll get to learn new words and he gets to say them as well.

This response was also awarded 4 marks

1st response

1 mark for 'providing pretend play' (resource/activity)

1 mark for 'improve more complex questions' (encourage speaking and listening)

0 marks for age appropriate milestone

2nd response

1 mark for 'encouraging him to co operate with other children' (activity)

1 mark for 'improve his language skills' (encourages speaking')

0 marks for age appropriate milestone

(b) Recommend **two** ways Callum's childminder can support his communication and language development to meet expected milestones between **four and five years old**.

Your response should include:

- the age appropriate milestone
- the appropriate resources/activities
- how these resources/activities support Callum's development.

(6)

1 Callum's childminder can support his communication and language development by providing pretend play. This can support Callum's communication and language development because it can improve more complex questions about the play.

2 Callum's childminder can support his communication and language development to meet expected milestones between four and five years old by encourage him to cooperate with other children. This can help support his communication and language because it will improve his language skills.

(Total for Question 13 = 8 marks)

Question 14

Specification Area: Learning Aim: B1 C1

In this 4 mark question, learners were required to explain two ways Kate could support Zach's cognitive development between two and three years. This question has been slightly adapted to give an example of the type of response learners should consider. In this question the scenario has identified a way (giving Zach mirrors) and a linked description, ('so he can recognise himself in them')

Some learners picked up on this example epitomising the importance of reading questions carefully.

3 marks

1 mark for 'putting toys away so he can remember where they go (Way)

2nd response

1 mark for 'washing hands' (encourage memory - Way)

1 mark for so he get's what a routine is like) (remembering past experiences - milestone)

14

Zach is **18 months old** and attends a local day nursery.

His key person, Kate, gives him mirrors so he can recognise himself in them.

Explain **two other** ways Kate can support Zach's cognitive development between **two and three years old**.

1 After he has played with some toys, ask Zach to put them away, to see if he can remember where the toys go.

2 Also, Kate can do a certain thing with him everyday at a certain time. Such as washing his hands at 12 o'clock ready for lunch, so he gets what a routine is like.

(Total for Question 14 = 4 marks)

3 marks

Some learners were able to identify appropriate activities/resources/support and provide appropriate linked descriptions. Problem solving was a common response.

3 marks awarded - possible 4

1st response

1 mark for 'encourage him to play with puzzles' (milestone)

1 mark for 'improve his problem solving' (way)

2nd response

1 mark for 'playing games, like snap... to recognise matches'

0 further marks as this response does not include an age appropriate milestone. Problem solving is in the first response

or

1 mark for 'improve concentration' (memory/recall) or 'improve basic numeracy' (problem solving)

14

Zach is **18 months old** and attends a local day nursery.

His key person, Kate, gives him mirrors so he can recognise himself in them.

Explain **two other** ways Kate can support Zach's cognitive development between **two and three years old**.

1 Kate could encourage him to play with puzzles because this will improve his problem solving skills by finding out what pieces fit in order to make a picture.

2 They could play a game like snap with simple picture ^{or number} cards because they will start to eventually recognise matches which would improve concentration and focus as well as reaction times and problem solving and would benefit them when starting school as it will improve basic numeracy. (Total for Question 14 = 4 marks)

2 mark response

In this response the learner has provided ways or activities however no age appropriate milestone was provided

14

Zach is **18 months old** and attends a local day nursery.

His key person, Kate, gives him mirrors so he can recognise himself in them.

Explain **two other** ways Kate can support Zach's cognitive development between **two and three years old**.

1 Play dress up games so he can start to recognise other characters and objects around him.

2 Read him a story so he could recognise familiar words and think about the meanings

(Total for Question 14 = 4 marks)

2 mark

Some learners were able to provide appropriate ways e.g., encouraging memory or puzzles

14

Zach is **18 months old** and attends a local day nursery.

His key person, Kate, gives him mirrors so he can recognise himself in them.

Explain **two other** ways Kate can support Zach's cognitive development between **two and three years old**.

1 Kate could let ~~me~~ them do some memory games

2 also ^{they} she could do some puzzles

Question 15

Specification Area: Learning Aim: B1, C1

Learners were asked to describe two ways a teacher could support a child's gross motor skills aged five years. This question identifies that Temi is not meeting expected milestones in this area. In the scenario an example has been provided in that Mrs. Langley has provided outdoor activities (way) to encourage Temi to hop (age appropriate milestone)

4 marks

In this response the learner has identified two appropriate ways (encouraging balance in the first response and co ordination in the second through appropriate outdoor opportunities) The response also gives appropriate mileston (jumping and skipping)

15

Temi is **five years old** and attends reception school. Her teacher, Mrs Langley, has noticed Temi is not meeting expected gross motor milestones and has started to provide outdoor activities to encourage Temi to hop.

Describe **two other** ways Mrs Langley can support Temi's gross motor skills to meet expected milestones at **five years old**.

- 1 The teacher could encourage ~~the~~ different things like skipping ropes to find out what activites Temi enjoys because by doing this Temi's gross muscles will grow stronger and she will be more active & balanced
- 2 The teacher could also encourage Temi to do things like Jumping Jacks or running on the spot because it is allowing Temi to take part more in physical activites to help develop her balance, coordination and muscle strength.

(Total for Question 15 = 4 marks)

3 marks

In this response the learner has identified 'obstacle course' as a way or activity.

In the second response the learner has identified 'skip' and 'jump' (age appropriate milestones). As no milestone was identified in the first response, 2 marks were awarded in the second response.

15

Temi is **five years old** and attends reception school. Her teacher, Mrs Langley, has noticed Temi is not meeting expected gross motor milestones and has started to provide outdoor activities to encourage Temi to hop.

Describe **two other** ways Mrs Langley can support Temi's gross motor skills to meet expected milestones at **five years old**.

1 Mrs Langley could make them do activities like obstacle courses to help Temi's gross motor development.

2 Mrs Langley could also take them on days out and make them hop skip and jump on the way there and this would also help her development.

(Total for Question 15 = 4 marks)

1 mark

In this response the learner has identified encouraging Temi to choose an outdoor activity and was awarded 1 mark.

15

Temi is **five years old** and attends reception school. Her teacher, Mrs Langley, has noticed Temi is not meeting expected gross motor milestones and has started to provide outdoor activities to encourage Temi to hop.

Describe **two other** ways Mrs Langley can support Temi's gross motor skills to meet expected milestones at **five years old**.

- 1 Mrs Langley could ask Temi what her favourite outdoor game is so then she can play that outside but make sure she's being physical.
- 2 She could put Temi in a group that she feels comfortable in then they could encourage her to do things by telling her to copy them or play a game with her.

(Total for Question 15 = 4 marks)

0 marks

To gain marks learners need to identify an appropriate way (activity/resource) with a linked response that provides an age appropriate milestone.

15

Temi is **five years old** and attends reception school. Her teacher, Mrs Langley, has noticed Temi is not meeting expected gross motor milestones and has started to provide outdoor activities to encourage Temi to hop.

Describe **two other** ways Mrs Langley can support Temi's gross motor skills to meet expected milestones at **five years old**.

1 By encouraging Temi to join in on activities so that she is meeting the expected milestones.

2 By finding out what Temi's interests are so that she can join.

(Total for Question 15 = 4 marks)

Question 16

Specification Area: Learning Aim: B1, C1

The final question is presented in a new format and provides some information to guide learner's responses. Here a keyperson has developed a Pirate theme for children aged between three and four years old.

The question asks learners to assess how this theme can be used to support children's cognitive development. Responses asked for:

The resources/activities that would link to the pirate theme and to the area of development; how the resources/activities chosen would support the child's development in this area to reach the appropriate milestone of four years.

learners were also required to identify the negative impact of not providing appropriate activities and resources on the children's cognitive development.

Level 3 Band

Some learners were able to identify age appropriate milestones and make clear links between the pirate theme and cognitive development. There was a better description of the negative impact on cognition with some attempts at identifying specific impact on future milestones

Jenny, a key person at Shirevale Nursery, has developed a theme on 'Pirate Adventures' for the **three-year-old** children.

She has provided them with crayons and is encouraging them to develop their tripod grasp to colour in skull and cross bones.

Assess how using a 'Pirate Adventures' theme can support children's **cognitive development** between **three** and **four years old**.

Your response should include:

- age/stage appropriate activities and resources linked to a Pirate theme
- how your examples of activities and resources will support children's cognitive development
- judgements on the negative impact of not providing activities and resources on children's cognitive development.

Using a pirate theme can support a children's cognitive development because you can provide lots of activities that go with the theme, such as a pirate simple puzzle, this will support their cognitive development because it will encourage problem solving. An other activities that will support their cognitive development is a pirate version of 'match it', as this will encourage their memory skills because they will have to remember ~~there~~ what the other card was. An adult could also read them a pirate story, ~~the~~ and ask questions after reading it, this will support

their cognitive development because
it will get them develop a thought
process because they will have to
use their memory to remember what
the story was about so they can answer
the questions. All of these activities
will help them to understand the
theme much clearer. If an adult
didn't provide all of these activities
then this could have a big impact on
their cognitive development, then
wouldn't be problem solving or thinking
which can affect other developments
such as ~~effect~~ communication
and language, as they wouldn't
have the knowledge/language to
talk.

Band 2

In this response the learner has provided some good links to the theme and made an attempt at milestones. There is also mention of the negative impact though this is more general

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By using a pirate theme it will make the children have to think about what is related to pirates and how they draw, and colour them with the colours that link to pirates.

The age and stage appropriate to the pirate theme for the children would be colouring in a ship in the pirate theme. They could also play a film for the children to watch that is pirate themed they would do that because it will show how pirates are. For example 'Peter Pan' would show^{to} pirates are and how they do things this would be good because by the children seeing how it is they will have to think about how and why the pirates are acting like that.

By doing this By using a pirate theme
it will develop them to think more into
there imagination aswell.

The negative impacts of not providing
these sort of things would be that
the children cant express, or use their
imagination.

Higher end of Band 2

In this example the learner has provided a good account with examples linked to cognition and the pirate theme. There is a discussion as to the negative impact. There are some examples of milestones though these are not always appropriate for the age/stage of development

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By using the 'Pirate Adventures' theme, Jenny has allowed an opportunity to work on children's cognitive development with a wide range of suitable activities. An activity that would link to the pirate theme and suit the age range would be simple maths puzzles with coins which from the child's perspective would be seen as 'pirate booty'. It would allow them to work on solving maths puzzles that develop a child's thought process.

Another activity that could be provided is a treasure hunt, as it links to the pirate theme and is not too hard for a three-year-old. It would allow them to develop the cognitive skill because they will have to work out what the simple clues provided are and figure out where it would be leading them to.

Another activity that could be provided with a pirate theme

is learning pirate related songs because it would allow them to try and understand / figure out what the song ~~is~~ is talking about and it allows them to think about each word said in the song to add it to their vocabulary.

If activities and ~~reaser~~ resources were not provided to help a child's ~~g~~ cognitive development, it could leave a big ~~and~~ / negative impact on their life and their cognitive skill. This is because when you are working on cognitive skill, you are making the thought process someone goes through faster. If you don't work on the cognitive skill, thought process would be slower and could actually put someone in danger. Also if you do not develop it, a child would not feel confident in anything they do because they wouldn't have been taught what to do for a question, outcome or situation, making it harder for them to be able to actually do anything when a situation arises. Meaning not providing activities and resources would have a negative impact on children's overall cognitive development / skill.

Band 1

In this response examples are provided however they are general and not specific to link to cognitive development. There are a few ideas on supporting cognition however the response provides more information about social and emotional development.

judgements on the negative impact of not providing activities on
children's cognitive development.

Ages three, the activities would be hide and seek and tag. The pirate theme could include using toy swords, eye patches and dressing up as a pirate. This will support cognitive development by giving children rules and regulation e.t.c. Children will become more social which will help them make friends.

Children without these activities will not be able to be more friendly. Because growing up without these activities can make children nasty people.

Band 1

The response below provides a general description and links more to fine motor development. There are no strong links to the theme or area of development and no age appropriate milestones have been given

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using a pirate adventures theme for children will get them more excited and more into the activity they are doing

colouring in interesting things will let them and encourage them to do it later on.

This gives the children opportunities to do things that are fun.

If the nursery didn't provide activities on children's cognitive development they will lack skills and they will lack the way they think and even won't know how to do some things.

such as using tripod grasp

using a pirate adventures theme
can support childrens cognitive
development by encouraging them
to draw interesting things and
understand how to colour inside the
lines and where they are.

Ofqual



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