

L2 Lead Examiner Report 1906

June 2019

**BTEC L1/L2 First in Children's Play
Learning and Development**

**Unit 1: Patterns of Child development
(21486E)**

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Grade Boundaries

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, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external 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 is 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 external assessment 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 assessment, because then it would not take accessibility into account.

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

<http://qualifications.pearson.com/en/support/support-topics/results-certification/grade-boundaries.html>

Unit 1: Patterns of Child Development

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
Boundary Mark	0	15	23	31	40

Individual Questions

Multiple Choice questions

Questions 1 – 6

Many learners are achieving better marks for these questions in comparison to past exam series. These questions were related to general aspects of growth and development and performance was of a good standard with approximately 80% of learners gaining full marks for 1 mark questions.

Question 7 (a) (b) (c)

Targeted Specification Area: Learning Aim: B1

(a) and (b)

These two questions were presented as an image of a mirror and a child holding their hands and stating 'I can count to 100'. They asked learners to identify the age range a child should be within to achieve these milestones.

More learners were able to achieve one mark for 7b than 7a. Learners have historically found difficulty in identifying exact age ranges or ages and this appears more significant when learners identify earlier age ranges

(c) Learners were required to identify the area of development being promoted in the images used for 7 (a) and 7 (b). Most learners were able to state the correct area of development for this question.

Question 8

Targeted Specification Area: Learning Aim: B1

Learners were asked to identify two cognitive milestones a child should reach from seven years old. Many learners were able to gain two marks for this question. The most common responses were 'tell the time', 'conserve quantities' 'understand the need for rules' and 'uses rules'.

These are examples of a 2 mark response

- 1 From seven years old, a child should ^{start} ~~beginning~~ to tell the time.
- 2 A child should also be able to conserve quantities and numbers.
- years old.**
- 1 Child can do a simple calculation.
- 2 Child can ~~do~~ count up to 100.

This is an example of a 1 mark response

- years old.**
- 1 can draw a detailed drawing/picture
- 2 can count from numbers 1-100.

0 marks were awarded for this response.

In this response the learner provided an example of physical development and not cognitive development which was required.

- 1 they will be able to skip with a rope
- 2 they will be able to go over obstacle course

Question 9

Targeted Specification Area: Learning Aim: B1

Learners were asked to identify the age range of a child who can begin to play cooperatively and show clear friendship preferences

Some learners were able to achieve one mark for this question with a correct response of between three and four years. However, many learners were unable to identify the correct age or range, often giving much older age/age ranges.

It appears that some learners may struggle when they are required to identify specific ages or age ranges which cover a period of around six to twelve months.

Question 10 (a) and(b)

Targeted Specification Area: Learning Aim: B1

- (a) Learners were required to provide one gross motor milestone a child should reach between six and 12 months

Many candidates were able to achieve one mark for this question

1.

Sitting up

2.

should start to be able to crawl

3.

Greg should be able to lift himself up using support.

Some learners not achieving marks gave examples of milestones from different age ranges

1.

ride a tricycle

Or provided examples from another area of development

2.

hold a pen

- (b) Learners were required to identify two fine motor milestones a child should reach between six and 12 months old. More learners achieved one mark for this question and many were unable to achieve one mark. Learners appear to struggle when linking milestones to age/stage of development for age ranges between birth and 12 months.

This is an example of a 2 mark response

can pick up objects using pincer grasp

points using index finger

These are examples of a 1 mark response

1.

pick up toys ~~below~~ using the pincer grasp

~~use~~ pull ~~the~~ a toy along

2.

palmer grasp

pincer grasp

This is an example of a response that received 0 marks

Crawling

Feed objective

Question 11

Targeted Specification Area: Learning Aim: B1

This question required learners to identify two gross motor milestones a child at four years should reach

This is an example of a response that was awarded 2 marks. Both examples are expected milestones reached by a child aged between two and a half and four years. Many learners were able to achieve one mark for this question providing one good example.

ride a tricycle with stabilizer

can throw and catch with a partner

This is an example of a response that achieved 1 mark. Some examples were of milestones reached at an older age

1 hop on one foot

2 tie shoe lace

This is an example of a response awarded 0 marks

Some responses gave examples of running which is not accepted without forwards/backwards as run on its own is achieved at two years old

1 running

2 ~~controlling~~ painting

Question 12 (a), (b)

Targeted Specification Area: Learning Aim: B1

(a) This question required learners to identify two communication and language milestones a child should reach between six and 12 months. Learners appeared to struggle with this question and often gave much older milestones as examples. Some learners were able to achieve two marks with the most common examples provided being 'understands no' and 'strings of babbling'. Whilst babbling is linked to Ba and da at six months old, it was accepted on its own without the 'ba' and 'da' extension.

This is an example of a response awarded 2 marks

Both responses provide examples of correct milestones

1 understands the word no

2 can follow simple instructions

This is an example of a response awarded 0 marks

The milestones are not appropriate, and one relates to gross motor development which is not a communication and language milestone

1. ~~A~~ saying his name /

2. ~~Go~~ going up stairs / ~~walk~~ walking

This is an example of a response awarded 1 mark

1 mark was awarded for 'respond to own name' as this is appropriate for 'knows own name' 'Recognising familiar faces' is a cognitive milestone and therefore not the correct area of development being asked for within the question.

1. Recognise familiar faces

2. Respond to his own name

(b) Some learners were able to identify at least one way an adult could support the emotional and social development of a child between six and twelve months but found difficulty in identifying accurate links to gain further marks. More learners were able to achieve one mark for this question.

Some learners were able to achieve 2 marks for this question providing examples of resources and activities.

This is an example of a response awarded 4 marks

In the first response, 1 mark was awarded for 'smiling' (encourages bonding) and 1 mark for 'specific attachments' (milestones)

In the second response, 1 mark for 'keeping proximity' and 1 further mark for 'separation anxiety'

1 Her childminder can spend time playing and smiling with Khalid as she can form specific attachments at this age.

2 Separation anxiety is also starting to be seen in Khalid so her childminder can comfort her and let her play independently whilst still keeping proximity.

This is an example of a response awarded 3 marks

In the first response, 1 mark has been awarded for 'maintain close proximity' and 1 further mark for 'so Khalid develops trust and does not feel alone' (form specific attachments)

1 mark for the second response, for 'separation anxiety'

(4)

1 Khalid's childminder can maintain close proximity so that Khalid develops trust and doesn't feel alone because by 7 months ~~some~~ Khalid will cry when being held by a stranger.

2 Khalid's childminder can support Khalid's self-esteem by letting Khalid express ~~himself~~ ^{himself} through play for example painting or pretend play, so by 8 months Khalid ~~experiences~~ separation anxiety from primary carers while having support.

(Total for Question 12 = 6 marks)

This is an example of a response awarded 2 marks

In the first response, 1 mark for 'form a bond' (support)

In the second response, 1 mark for 'comfort' or 'so he feels safe/secure' (encourage security).

No response linking to appropriate milestones was given

(4)

1. One thing is to hold ~~to~~ Khalid so that he will form a bond with the childminder

2. Another thing is to comfort Khalid when he is sad so that he feels safe and secure

This is an example of a response awarded 1 mark

In the first response, 1 mark was awarded for 'specific attachments'

No further marks have been awarded as examples are not age appropriate

1. Child minder can have pictures make Khalid feel closer as by 8-9 months the babies usually get specific attachments.

2. by 12 months Khalid should be doing trial and error so explaining to Khalid when he does something wrong and telling him no showing anger.

(Total for Question 12 = 6 marks)

Question 13

Targeted Specification Area: Learning Aim: B1, C1

Some learners were able to achieve at least one mark in identifying communication and language milestones reached by a child between three and four years. However, many responses gave milestones achieved at a much later age

This is an example of a response awarded 2 marks

1 mark for 'simple questions' and 1 further mark for 'simple sentences'

Able to say simple sentences
without support from an adult
Also ask ~~questions~~ the adult
question.

This is an example of a response awarded 1 mark

1 mark awarded for 'speak fluently'

1. be able to speak fluently with other
children around
2. The child should be able to interact and
understand with the other people.

This is an example of a response awarded 1 mark

1 mark awarded for 'be able to form a sentence'

1. A child should be able to know and recognise their name.
 2. Be able to form a sentence.

This is an example of a response awarded 0 marks

1. ~~1. A child should be able to know and recognise their name.~~ COUNT UP TO 100
 2. Writing their name.

Question 14

Targeted Specification Area: Learning Aim: B1 C1

This was a six-mark question. Learners were required to explain two ways a child's cognitive skills could be supported aged four years old. Each response required learners to provide three stages. A resource/activity/or adult support (Board games, photographs, arts and crafts); link to an appropriate milestone (arrange into categories, making connections between people) and demonstrate how that would support cognition (encourages memory, recall, problem solving)

This is an example of a response awarded 5 marks

In the first response, 1 mark has been awarded for the *role play area*, 1 mark for *using imaginative skills*. No appropriate milestone has been identified

In the second response, 1 mark for *game of snap* (activity); 1 mark for '*to improve his memory*' and 1 further mark for '*to match them up*' (arranging objects into categories)

1. The key person could ~~stay~~ set up a role play area, this will encourage Grant to use his imaginative skills and his social skills. Setting up a role play area allows children to come up with their own ideas.

2. Grant and his key person could play a game of snap. This will improve Grants memory skills. and he will have to remember where specific cards are in order to match them up and win the game.

(Total for Question 14 = 6 marks)

This is an example of a response awarded 4 marks

1st response: 1 mark for '*simple maths*' (as a child should be starting to count to 10) 1 mark for *problem solving*. No appropriate milestone has been given

2nd response. 1 mark for *memory game or cards with colours* and 1 further mark for '*imaginative*'. No appropriate milestone has been given

1 simple math is appropriate for four year old making him do simple math in a interesting way. This would help him with math skills ~~in a interesting~~ and problem solving

2 To encourage Grant to complete a ~~simple~~ ~~memory~~ memory game, his key person has provided him a cards with colors. This will help him with his imaginative development.

This is an example of a response awarded 4 marks

1st response: 1 mark for *memory cards* (activity) 1 mark for '*match up the pairs*' (arrange into categories) No further marks as no 'how they support Grant's cognitive skills.

2nd response: 1 mark for *treasure hunt* (activity), 1 mark for '*make him think*' using thinking skills. No further marks awarded

His key person could provide him with memory cards. Grant could then either match up the pairs or play snap. He could do this with an adult or a friend.

His key worker can set up a treasure hunt for him. They can provide grant with different clues that will make him think and use his brain in order for him to reach the end.

This is an example of a response awarded 3 marks

1st response: 1 mark for *colour matching game* and 1 further mark for *problem solving*

2nd response: 1 mark for *maths games* No further marks given as *problem solving* has already been awarded a mark in first response.

1 Grants key person can also support by encouraging Grant to complete a colour matching game. This will help him with his problem-solving skills and his remembrance.

2 Grants key person can also support by encouraging him to complete math solving games ^{or} ~~or~~ ^{problem} solving activities and this will help with their solving skills.

Question 15

Targeted Specification Area: Learning Aim: B1 C1

Learners were required to explain two ways a child's emotional and social development could be supported to reach milestones between four and five years

Many learners were able to achieve at least two marks for this question

This is an example of a response awarded 4 marks

For the first response, 1 mark for *quiz* (activity) and 1 mark for *work as a team* to try to win (negotiate with others)

For the second response, 1 mark for *scooter activity* and 1 mark for '*will have to talk ...and come up with a plan to share*' (cooperate with others)

1. The key person could put on a quiz so the children have to get in groups and work as a team to try win. This means they will have to talk and socialise.

2. They could be told there is 4 new scooters outside, however not everyone can have one at the same time so they will have to

(Total for Question 15 = 4 marks)

talk to each other and come up with a plan to share. This will show that the person that doesn't have one is upset and would like a clo.

This is an example of a response awarded 3 marks

For the first response 1 mark has been awarded for '*encourage to make friendships*' (adult support) and 1 mark for '*cooperative play*' (milestone).

For the second response, 1 mark for '*board game*'. No further marks were awarded as 1 mark has already been given for *friendship* in the first response

1. The key person should encourage her to make friendship during cooperative play which help their social development.

2. Can set a board game for her such as playing 'mom' and 'dad' which involves communication and help building friendship.

This is an example of a response awarded 2 marks

In the first response 1 mark for '*encouraging Carrie to talk*' (adult support) No milestone has been given

In the second response 1 mark by '*encouraging Carrie to interact with others*'. No further marks are awarded for '*make friends*' as this is not the milestone for this age e.g., '*develops close friendships*'

- support/resources/activities the key person can provide.

Carrie's key person can support by [helping] encouraging Carrie to talk to her if she is upset or annoyed by anyone.

Carrie's key person can also support by encouraging them to make friends and so they can interact with each other and play.

This is an example of a response awarded 2 marks

In the first response 1 mark has been given for encouraging 'working in pairs' No milestone has been given

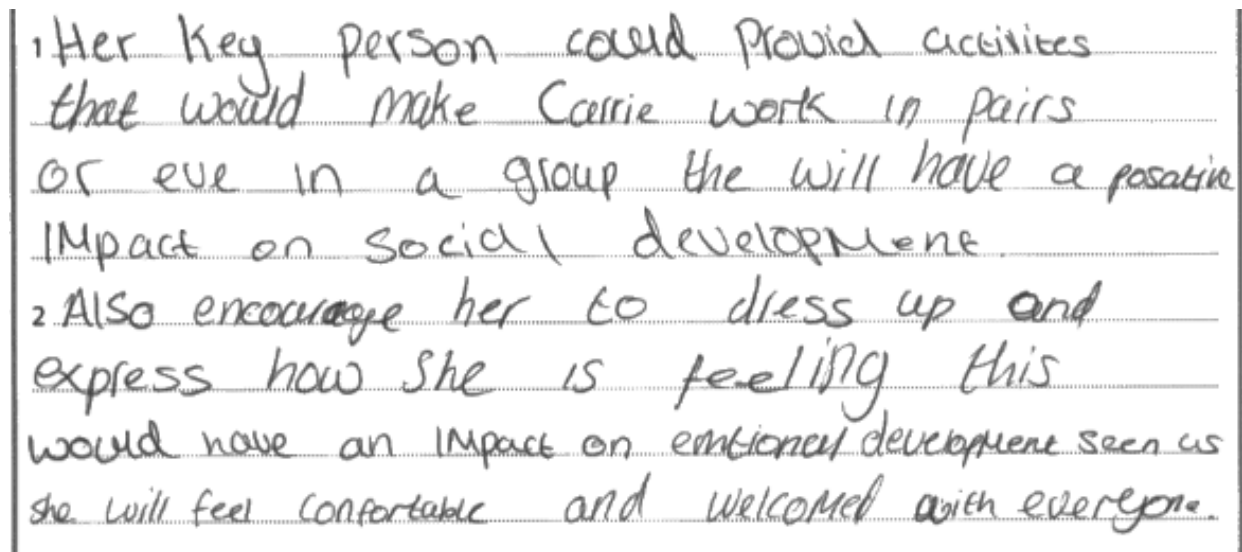
In the second response 1 mark for encourage her to 'dress up' (role play). No milestone has been provided and therefore cannot be awarded

- 1 Her key person could provide activities that would make Carrie work in pairs or even in a group this will have a positive impact on social development
- 2 Also encourage her to dress up and express how she is feeling this would have an impact on emotional development seen as she will feel comfortable and welcomed with everyone.

This is an example of a response awarded 2 marks

In the first response 1 mark has been given for encouraging 'working in pairs' No milestone has been given

In the second response 1 mark for encourage her to 'dress up' (role play). No milestone has been provided and therefore cannot be awarded



1 Her key person could provide activities that would make Carrie work in pairs or even in a group this will have a positive impact on social development.

2 Also encourage her to dress up and express how she is feeling this would have an impact on emotional development seen as she will feel comfortable and welcomed with everyone.

This is an example of a response awarded 1 mark

In the first response, 1 mark has been awarded in the first response for 'teams' or 'socialising'

The second response repeats the first response, encouraging group play (teams) again to encourage socialising. No milestones have been provided

1 Carrie's key person ~~can~~ ^{could} encourage the children to play 'tag' in which they'll be in teams, socialising. But they could win or lose, using emotional.

2 Carrie's key person could take them to a play group with lots of children in to encourage socialising.

Question 17

Targeted Specification Area: Learning Aim: B1, C1

This final question required learners to consider how a theme of 'healthy eating' could support children's cognitive development between five and eight years old. Learners were asked to refer to resources and activities that would be appropriate for this age range and how they can be used to promote cognitive development. Learners were also required to think more critically towards the impact (positive and/or negative) on one other area of development.

An activity, for example measuring out food ingredients to make a healthy snack, should be linked to early maths skills. A child could help prepare these healthy snacks and encouraged to think about the benefits they have to their health such as, energy, muscle growth and to be able to take part in physical activities with peers. Whereas a lack of appropriate foods could cause health issues and lack of energy which could restrict physical energy or concentration. Learners could have considered the foods common in other cultures, and the related health benefits.

In this response, the learner has identified the benefits of healthy eating and provided a few examples. However, there is no link to the activities or age/ stage milestones or any other support or resources a key person could provide.

This response was placed in mark band 1

Using the 'healthy eating' theme can support childrens cognitive development, by putting on walls 'vegetables make you big and strong' would make the children feel as though they need to eat the vegetables.

Using 'healthy eating' theme can support the childrens cognitive development by helping the children concentrate when they've eaten the right food. Children with lack of food can become easily frustrated.

Learners achieving marks in mark band 2 were able to provide examples of activities and the ways they could link to cognitive development. Some were able to extend their responses to include other areas of development although links made were general and provided no examples.

These responses were placed in mark band 2

They could ~~color~~ colour in pictures or draw pictures of healthy foods but they have to think of ~~the~~ foods to draw what they think is healthy. This activity is good because they have to think of their own healthy food this means that they can learn what is healthy or not for them and why it's important to have healthy foods. It also will help because they have to think what colour it is as well. This will ~~also~~ also ~~help~~ ~~the~~ help there ~~be~~ emotional because it may make them feel good about themselves if they already eat healthy foods. ~~one~~ one negative thing about it though is it may make them feel bad about themselves and forced that they should eat healthy and they may not eat healthy foods. ~~maybe~~ ~~be~~ so it may make them feel bad and that they're doing something wrong.

They are encouraging children at five to six years to eat healthy by showing them pictures of around the world can support them to eat ~~healthier~~ healthy they can do an activity to show how it is important to eat healthy. ~~Such as~~

to help them / encourage them we can have a simple game to help with his cognitive ~~de~~ development & by teaching them healthy eating is good for you the activity can be pick out a apple explain how it is good for you and pick out a chocolate bar and compare them both.

In the following example, the learner provided a response that encourages children to try fruit and ask questions. The learner demonstrated how trying the fruit might encourage them to eat more which would support their physical development. The learner also considered other cultures (knowledge and understanding of the world).

To gain higher marks the learner would have needed to provide more links between cognition and healthy eating and how it could support children's development. There is no discussion as to the positive and negative impact on another area of development other than understanding of the world.

This response was placed at the bottom of mark band 3

You can cut multiple fruit and put them on the childrens plate 1 by 1 and ask them if they like the fruit and what they think of it. this will help to encourage them eating healthy as they might like the fruit and will want to eat it again. This will help them to decide if they like the fruit or not and what it is called.

You can also get food from different cote caterers and backgrounds and encourage the individual children to try it and explain what it is.

you can also explain to them which foods are good and bad.

In this response the learner has provided an example of learning language and social interaction with children as well as making links between cognition (memory and recall through activities about healthy eating choices.

This response was placed in the middle of mark band 3

This can support it ~~through~~ by encouraging the children to make their own choices on what to eat. The adults could get the children to create their own 'Healthy eating plate' from memory after seeing an original copy on an interactive whiteboard. This will help to develop a child's memory ~~of~~ skills as well as decision making.

When the adults show pictures of food from around the world, they could also teach the children how to say 'hello' in the language of the country. For example 'Bonjour' for a croissant, 'Chow' for a pizza. This would also further a child's social development as it would encourage children to interact with each other

through another language.

This example shows a good response making links made between cognition/healthy eating/appropriate resources and activities e.g., memory games, role play, maths, maps where children have to problem solve and links made to social interaction and physical activity

This response was placed at the top of mark band 3

The 'healthy eating theme can also help the children with there memory skills by placing different healthy foods on a tray, give the children a few minuets to remember them, and then cover them up and take one away and they have to remember whats missing. This is a positive impact because it can help them understand the meaning of memory and what it's use for, it can also help them learn /understand routines. ALSO help their communication and language, asking if 'this' is the one missing.

The 'healthy eating' theme can also help them with their cognitive development by setting up a role play activity, where theres a grossery/ food shop, and the person behind the till has to work out the price of their shopping and the customer has to add up their money, this will help them understand money. ~~This is a positive impact because they are achieving~~

~~their age appropriate milestone and using the healthy eating theme to support their cognitive development.~~ This is a positive impact, helping their social development, because they are in groups, can make friends.

The 'healthy eating' theme can help the childrens cognitive development by problem solving, the adults could hide some 'healthy food' in bags and the children a map and have to find the food in groups, at the end the children have to ~~count~~ count up how many foods they found, this helps the count up to numbers from 1-100.

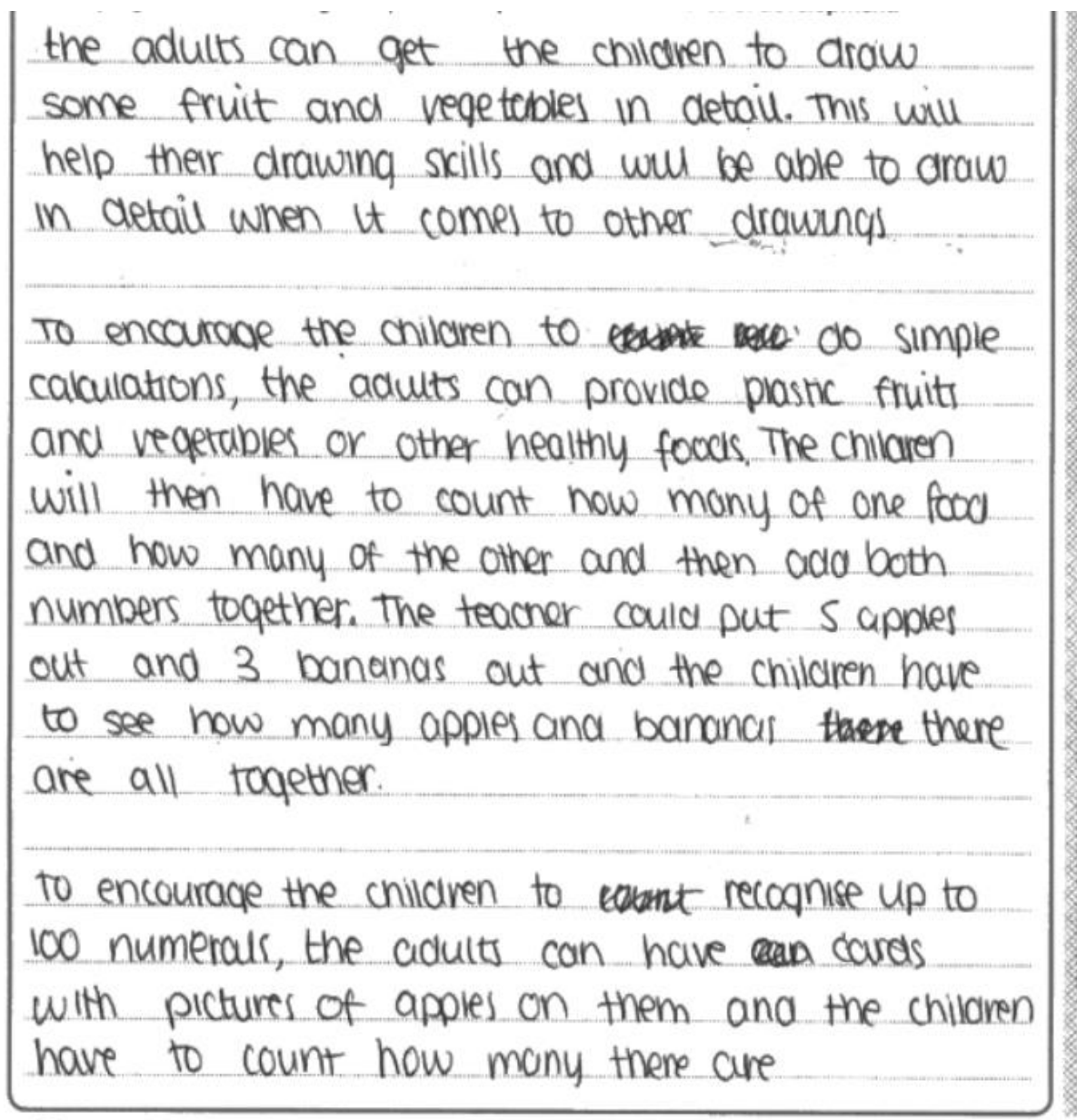
The positive impact is it is also helping there gross physical because they are running around, looking for food.

In this example, the learner has given examples of how adults can support children's fine motor skills through drawing activities of healthy fruits and vegetables.

The response goes on to link simple calculations; with healthy eating and provides an in-depth example. There are age appropriate milestones e.g., counting to 100 and how children can be encouraged to problem solve together promoting social and communication skills.

There is further explanation demonstrating links to emotional development promoting confidence as well as consideration of a negative effect if children are not encouraged to engage in these activities.

This response was placed at the top of mark band 3



Supporting childrens cognitive development will have a positive impact on their social development. This is because the children will have to work together to solve problems and they will be communicating with each other which will then lead to forming ~~friend~~ close friendships.

It will also ~~be~~ have a positive impact on their emotional development because they will be joining in with others. This means they won't feel left out and are likely to feel more welcome and happy if they are joining in and getting along with others

If they dont support the childrens cognitive then it will negatively affect their social development because they won't be working together or communicating with each other. This will then lead to the children not forming friendships.

Summary

- This includes LE recommendations, e.g. Based on their performance on this paper, learners should: (then include between five and ten bullet points)
- If appropriate, refer and link to the specification and/or sample assessment materials (SAMs) located on the BTEC First qualification webpage located [here](#).



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