

# **Lead Examiner Report 2001**

January 2020

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

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

## Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications website at <http://qualifications.pearson.com/en/home.html> for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at <http://qualifications.pearson.com/en/contact-us.html>

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: <http://qualifications.pearson.com/en/support/support-for-you/teachers.html>

You can also use our online Ask the Expert service at <https://www.edexcelonline.com>

You will need an Edexcel Online username and password to access this service.

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2020

Publications Code 21486E\_2001\_LE

All the material in this publication is copyright

© Pearson Education Ltd 2020

## 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 (21486E)

Grade	Unclassified	Level 1 Pass	Level 2		
			Pass	Merit	Distinction
<b>Boundary Mark</b>	<b>0</b>	<b>15</b>	<b>23</b>	<b>31</b>	<b>40</b>

## Introduction

The external assessment process was considered to be appropriate and fit for purpose.

Since the 1801 introduction of some new format to questions and marks awarded, there has been a very slight difference on learner achievement whilst some of these changes have been embraced within centres. The 6 mark question still continues to be challenging for learners, however some evidence indicates better understanding of requirements.

Question performance appears qualitatively different to a small degree in terms of content of those questions requiring application of knowledge. More learners are relating appropriate activities to relevant milestones. However, recall of accurate milestones still appears to prove challenging to learners particularly on direct recall questions. There was more evidence that learners were consolidating knowledge particularly for L1/P criteria. There was a smaller slight upward shift also for questions 14, 15 and 16.

There is more evidence of learners attaining marks within the level 2- and 3-mark bands and this was primarily due to the ability of learners to link the question to appropriate examples and other areas of development. However, again accuracy and lack of presence of appropriate milestones was evident.

Of those learners achieving Merit and above, there was clear evidence of consolidation of knowledge and understanding and those learners achieving Distinction, application of critical thinking was evident in responses, particularly the final question.

Overall the paper performed similar to previous series however, very slight shifts are becoming evident and this may be due to the feedback provided in exam reports and the continual refinement and review of the ways that questions are developed.

## Individual Questions

### Questions 1 – 6

There is evidence that many learners are achieving better marks for these questions. These questions were more 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. The question asked learners to identify how adults could meet children's physical needs. Approximately 73% of learners failed to achieve one mark. No obvious explanation as to why this item did not perform as well as other one mark questions can be provided.

### Question 7 (a) (b) (c)

<b>Targeted Specification Area: Learning Aim: B1</b>
--

(a) And (b)

These two questions were presented as an image of a child with a toy in their mouth and another with a photograph. Learners were asked to identify the age and age range a child should be within.

More learners were able to achieve one mark for 7a than 7b. Though there did appear to be a significantly higher number of learners achieving 1 mark for each of these questions. Learners appear to be able to identify age ranges where the range is bigger as in 7a. Whereas question 7b had a tighter age range of one year

(c) Most learners were able to state the correct area of development for questions 7 (a) and (b). However some learners cited physical, gross, fine motor development.

### Question 8

**Targeted Specification Area: Learning Aim: B1**

Learners were asked to identify two gross motor milestones of a child aged nine months. Many learners were able to gain two marks for this question. However, some learners provided examples from other areas of development, specifically fine motor development

#### 2 mark response

Give **two** other **gross motor** milestones for a baby aged **nine months**.

- 1 Can pull self up into a standing position while holding onto furniture
- 2 IS likely to be mobile by crawling or shuffling around

(Total for Question 8 = 2 marks)

- 1 roll over onto back and front
- 2 try/start to pull up using ~~furniture~~ things such as a sofa or chair.

#### 1 mark

They can begin to crawl  
hold objects.

Give two other **gross motor** milestones for a baby aged **nine months**.

- 1 ~~At nine months a~~ At nine months a baby can begin to crawl.
- 2 At nine months a baby can move their arms to reach for a toy.

0 marks

In these responses learners have given milestones that could relate more to fine motor or other areas of development.

Give two other **gross motor** milestones for a baby aged **nine months**.

- 1 Play with walk slowly
- 2 roll a ball.

Give two other **gross motor** milestones for a baby aged **nine months**.

- 1 At nine months a baby can move their head to an adult's voice.
- 2 At nine months a baby can eat well with a spoon.

### Question 9

**Targeted Specification Area: Learning Aim: B1**

Learners were asked to give a way adults could support children’s speaking and listening skills. More learners achieved one mark for this response. This may have been due to the response not requiring specific milestones and some good responses were recorded, the most common being telling stories and asking questions.

1 mark

Give **one** other way adults can support children’s **speaking and listening** skills.

include them in conversations, ask questions & about the activity they're partaking in

(Total for Question 9 = 1 mark)

Give **one** other way adults can support children’s **speaking and listening** skills.

they could read a book to them

(Total for Question 9 = 1 mark)

Give **one** other way adults can support children’s **speaking and listening** skills.

getting a child to say and repeat what they say.

(Total for Question 9 = 1 mark)

### Question 10 (a), (b)

**Targeted Specification Area: Learning Aim: B1**

(a) In this question learners were required to provide one social and emotional milestone of a child aged 18 months. Some learners were able to gain



at least one mark for this response. Common responses including enjoy being around siblings/other children and insistent on immediate attention to needs. Those learners who did not achieve marks for this question often provided milestones for older age ranges or milestones from cognitive or language areas of development

2 marks

(2)  
1 cry's when left with someone other than their mam or dad.  
2 likes to be around other children.

1 At 18 months a child should be able to trust other people other than parents.  
2 At 18 months a child should be able to play near other children alone.

1 mark

(1)  
1 Cry's when can't see/hot with significant adult.  
2 ~~receives~~ can join in with other childrens games

(2)  
1 beginning to say certin words.  
2 cry For their parent or other

0 marks

In this response the learner has not identified appropriate milestones and has cited another area of development.

(2)

- 1 Starting to tell adults how they are feeling when they go.
- 2 Become more wary of strangers.

Make friendships

Show sympathy for others.

**10 (b)**

A two-mark questions requiring learners to identify two emotional and social milestones a child should reach by 18 months old. Some learners were able to achieve 2 marks for this response. However, some learners found this question, like 10a challenging. More common responses included playing alongside/parallel to others, onlooker play, inability to share and tantrums

2 marks

The learner has cited two appropriate milestones both in the mark scheme

(2)

- 1 heavily dependent on adults and wants their attention
- 2 is reluctant to share with other children.

(Total for Question 10 = 4 marks)

- 1 dont like to share with other children as they get jelouse
- 2 the depened on the adult alot. and if they dont get there own way have a temper tantrum

0 marks

(2)

1. Walks to someone when speaking to them.
2. Feel uncomfortable when with older/younger people.

(Total for Question 10 = 4 marks)

(2)

1. cry if they see someone they don't know
2. try talking back to their family.

(Total for Question 10 = 4 marks)

two and a half years.

(2)

1. making new friends who are similar ages to them.
2. Telling friends what they feel towards each other.

**Question 11 A and B**

**Targeted Specification Area: Learning Aim: B1**

Questions A and B focused on fine motor skills of a child aged four years and five to eight years old. Some learners were able to achieve at least one mark for this response. However, many responses focused on the type of grasp a child of this age would use and more general examples such as colouring in pictures. It was noted in some cases that learners found difficulty in delineating between the two age ranges for A and B, and there were examples of milestones e.g., tie shoelaces (for 11b) in 11a.

2 marks

- 1 can eat with a knife and Fork
- 2 ~~Starts to form a pincer grip~~  
can thread beads onto string

1 mark

- 1 can hold a pencil using ~~pincer~~ pincer grasp
- 2 can cut out simple shapes using scissors.

- 1 Write their name
- 2 ~~cut out simple shapes using scissors~~ cut out simple shapes using scissors

0 marks

It is important that learners take time to read and understand the question and what is required. In this example, the learner has cited other areas of development. This was quite common and particularly gross motor development

1 run and jump with no support steadily. (4)  
2 say most words clearly and not hesitate.

**11B**

Some good responses where some learners were able to achieve at least one mark.

2 marks

Some learners achieved two marks

In this response one mark has been awarded for tie shoelaces and one further mark for clear handwriting.

eight years old. (2)  
1 I can tie own Shoelaces  
2 My writing is clear and readable to others  
(Total for Question 11 = 4 marks)

(b) Give two fine motor milestones a child should reach between five and eight years old. (2)

- 1 be able to tie shoe laces with fingers.
- 2 Write their name with a pen or pencil

1 mark

eight years old. (2)

- 1 Tie a shoe lace.
- 2 ring someone off the phone.

(Total for Question 11 = 4 marks)

Some learners were unable to identify correct milestones. In this response the learner may not have read the question carefully as they have cited gross not fine motor skills.

0 marks

eight years old.

- 1 Should be using tripod grasp.
- 2 ~~turn p.~~

**Question 12 (a), (b)**

**Targeted Specification Area: Learning Aim: B1**

- (a) This question asked learners to identify how adults could support Soni's physical needs. Many learners were able to provide good responses for this question outdoor activities, sleep, rest and ventilation being examples.

1 mark

12 Soni is **four years** old and has recently joined a preschool.

(a) Give **one** way adults can meet Soni's **physical care** needs. (1)

providing soni with foods that provide the  
~~nutriton~~ <sup>nutrition</sup> ~~soni~~ <sup>soni</sup> requires

(1)

~~Maintaining~~ Giving him opportunities  
to be outdoors

0 marks

Those who did not gain marks for this question provided examples of actual activities or did not provide specific examples

(1)

by giving him resources and ~~to~~  
~~supporting him with them~~ Supporting  
him with them.

- (b) In this question more learners were able to achieve at least 2 or 3 marks for this question identified appropriate activities to promote gross motor development. Through marking it was found that questions that focused on gross motor skills tended to perform better than where the focus was on other areas of development.

4 marks

The first response: one mark has been awarded for throw OR catch as a milestone and one further mark has been awarded for ball (resource/adult support)

Second response on mark has been given for football as an appropriate activity and one further mark for kick. No mark has been given for ball in the second response as this was the resource provided in the first response.

(4)

1. They can play game where ea she has to throw and catch a big ball because this is good for her as she is using different skills.

2. They can play a game of football because she has to run and kick at a ball.

In this response one mark has been given for ball and one further mark for ball in the first response. In the second response one mark has been provided for the activity of obstacle course and one further mark for 'running, jumping and coordination' (run avoiding obstacles)

expected milestones between **four** and **five** years old.

(4)

1. one way the adults can support son's gross motor development to reach expected milestones is to provide resources, for example a ball for him to practice kicking a large ball and a football goal.

2. Another <sup>way</sup> the adults could do that is by providing resources for him to do something like an obstacle course including some running, jumping and co-ordination skills.

(Total for Question 12 = 5 marks)



2 marks

In the first response the learner has provided examples from an older age range so no marks have been awarded.

In the second response the learner has identified providing a rope to encourage skipping which would attract 2 marks

(4)

1 They should play games such as hop Scotch so she will become fully confident in jumping.

2 They should give soni a skipping rope and let her practice how to skip.

(Total for Question 12 - 5 marks)

**Question 13**

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

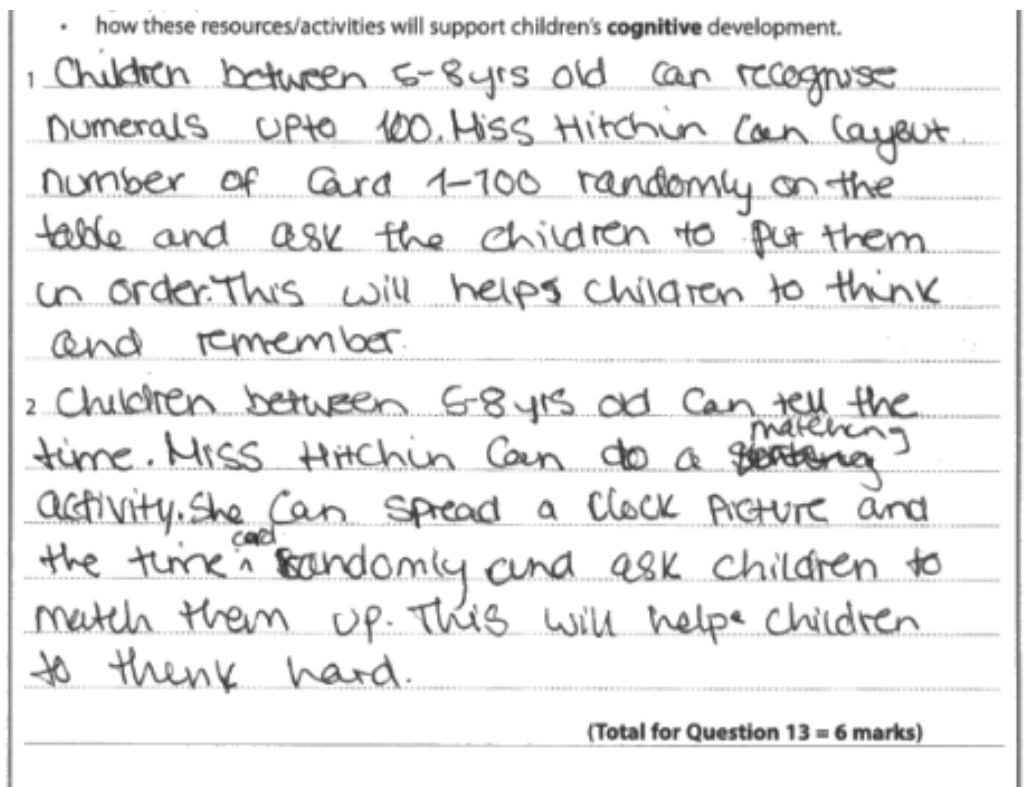
Question 13 provided a scenario of a teaching assistant working with children aged five years and asked learners to consider the types of activities that she could prepare to support children’s cognitive development between five and eight years.

This is a six-mark question and in previous series learners appeared to struggle to gain the full six marks. There was some evidence this series that learners were understanding the format and requirements of this question and learners were able to achieve 5 and 6 marks for this question.

6 marks

In the first response, one mark for recognise numbers up to 100 (milestone); one mark for the activity (number cards on table) and one further mark for ‘remember’ (recall)

In the second response, one mark for clock (activity) one mark for tell the time (milestone) and one further mark for ‘think hard’ (problem solve)



6 marks

In the first response one mark for 'count to 100' one further mark for an activity of singing/rhymes and one further mark for 'help them to remember' (recall).  
In the second response, one mark for 'add simple numbers together' (simple calculations) and one further mark for 'matching colours; activity and one further mark for 'learn them' (develop memory)

• use appropriate resources/activities  
• how these resources/activities will support children's **cognitive** development.

1 Five to eight year old milestones should be to count up to 100. The teacher could ~~have~~ teach them a nursery rhyme to help the remember. For example, seven snakes, eleven elephants so that, in their brains, they can associate that noun with the number. This will help them to remember and figure things out for themselves by what they have been taught.

2 In that age range, they should be able to add simple numbers together. Miss Mitchin could do a ~~colouring~~ <sup>colouring</sup> exercise where the matching colours add up to a number and whoever does it the quickest, wins a prize. This gets them motivated and makes it enjoyable. Therefore if they do it more often they can learn them off by heart and can move onto learning more difficult numbers.

(Total for Question 13 = 6 marks)

5 Marks

In the first response one mark is given for clock, one further mark for 'telling the time' and one mark for 'try out new times' (learn new experiences or problem solve)

In the second response, one mark is awarded for 'times tables' and one mark for 'increase their knowledge' (develop memory)

- now these resources/activities will support children's **cognitive** development.

1 Miss Hitchin should prepare a telling the time activity. At the age of 7, children should begin to tell the time. Miss Hitchin should provide the resource of small clocks with functioning hands for the children to work out what time stands for where the hands are pointing. This will develop their cognitive development as the small clocks with the mobile hands will seem intriguing for the children and will inspire them to try out new times with the clock.

2 Another ~~activity~~ miss Hitchin should prepare is ~~time~~ songs that will help them understand a more complex view to numbers. At around the ages of ~~7~~<sup>6</sup>-8 children should start to understand times tables. By Miss Hitchin providing times tables songs, ~~the~~ rhythm of the songs may stay in their heads therefore allowing them to increase their knowledge. (Total for Question 13 = 6 marks)

Q13\_Total

5 marks

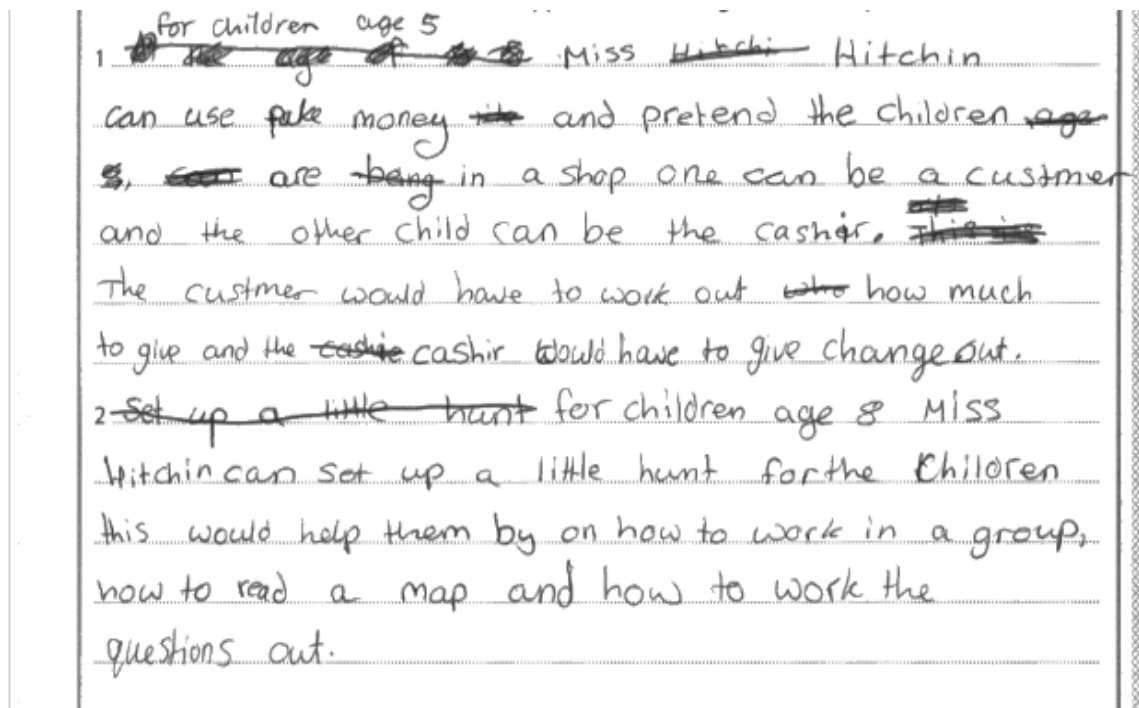
In the first response the learner has given an example of coloured beads as an activity earning 1 mark. 1 mark has been awarded for simple maths (simple calculations). No further marks have been awarded for how the resources will promote cognitive development (e.g., encourages memory). In the second response, one mark has been awarded for 'times tables', 1 mark for making up song/rhymes for the activity and one further mark for 'help them to memorise' (encouraging memory/recall)

1. At 5 years old a child should know how to complete simple math sums using low numbers by adding and subtracting them. The teacher could encourage this by doing an activity using different colour beads for different numbers to help children out.
2. At 8 years old a child should begin to start knowing their times tables a adult could support the children learning these by making up a song/rhyme appropriate for the children's age this will help them memorise it.

4marks

For the first response, one mark has been awarded for providing role play (activity in a shop) one mark has been awarded for 'work out how much to give' (simple calculations under appropriate milestone) and one further mark for 'work out how much to give' (problem solving skills for the cognitive development

In the second response, one mark has been awarded for an activity (map for a hunt). No further marks have been awarded as problem solving (how to work questions out) has been provided in the first response



3 marks

In the first response one mark for 'numerals up to 100' and one mark for 'brain is thinking' (problem solving)

In the second response, one mark for 'clock' no further marks are awarded as the response uses similar examples as the first response (problem solving, using brain)

• How these resources/activities will support children's cognitive development.

1. A child should recognise numerals up to 100. An activity would be the adult could put a card with the number on it the child has to say what it is or counting up objects. This will support cognitive development as their brain is thinking and learning to recognise numbers. Problem solving.

2. A child should also be able to tell the time. A activity would be the adult moves the clock and they guess what time or they have to check the time on the clock. This will support a child's cognitive development as they are problem solving and using their brain to work out the time. To help them understand time.

(Total for Question 13 = 6 marks)

**Question 14**

**Targeted Specification Area: Learning Aim: B1 C1**

Question 14

This question required learners to provide explanations of how the emotional and social development of a child aged six months could be supported. Many learners were able to achieve at least 2 marks for this question. Some learners were able to provide at least one example of an appropriate milestone. There were a number of responses where learners had not read the question and provided responses that related either to older milestones or other areas of development.

4 marks

In the first response one mark for 'play with him...' and one further mark for 'so he smiles' (milestone)

In the second response one mark has been awarded for 'show emotions with facial expressions' and one further mark for 'focus on their face'

• support/resources/activities adults can provide.

1 The adults could play with him so that he becomes happy and so that he smiles by the time he is six weeks.

2 The adults could also show emotions with their facial expressions so that Aaron focuses on their face with interest

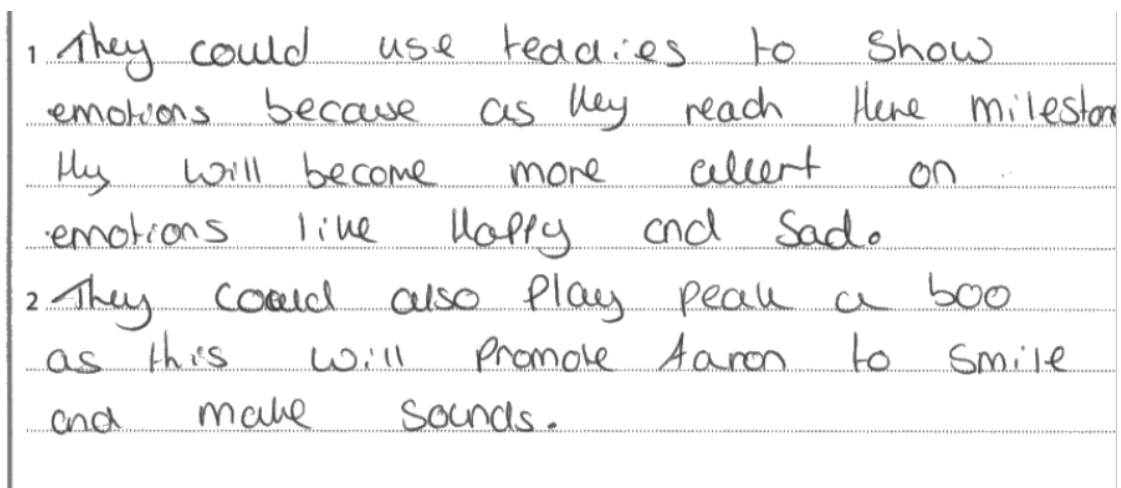
**(Total for Question 14 = 4 marks)**

4 Marks



In the first response, one mark for 'teddies to show emotions' (helping him to express emotions). One further mark for 'alert to emotions' (recognise emotions)

In the second response, one mark for 'peek a boo' (expressing feelings through activities/mimic facial expressions) and one further mark for 'smile' (in the mark scheme)



1 They could use teddies to show emotions because as they reach there milestone they will become more alert on emotions like happy and sad.

2 They could also play peek a boo as this will promote Aaron to smile and make sounds.

3 marks

In the first response the learner has provided appropriate adult support (praising and modelling behaviours) for one mark. One further mark has been awarded for an appropriate milestone, smiling. The second response the learner has provided milestones which are at a later age range, however one mark has been awarded for 'making Aaron feel comfortable' (Bonding)

- 1 At six months, Aaron should be able to smile at people. The key people should encourage this by praising him and smiling at him.
  - 2 Aaron will begin to experience wariness around strangers and may start having separation anxiety from his carer. The adults should aim to make Aaron feel comfortable at nursery and try to boost his confidence so he doesn't feel scared.
- (Total for Question 14 = 4 marks)

In this response, one mark has been given for 'getting him used to a member of staff' (bonding)

In the second response one mark for 'do gestures with face' (mimic facial expressions) and one further mark for 'make Aaron smile to recognise faces (smile)

- support/resources/activities adults can provide.
- 1 getting him used to a member of some one at nursery so he won't be so attached when he gets older so he can get used to nursery.
  - 2 sharing toys that play songs or do gestures with face to make aaron smile to recognise faces.

2 marks

In this response, one mark has been given for 'try and create a closer relationship' (bonding).

In the second response one mark has been given for 'so they could encourage him to clap' (role modelling/mimic/copy/interacting)

No appropriate milestones have been identified in this response.

• support/resources/activities adults can provide.

- 1 he should be able to interact at the adults that look after him so they could try and create a closer relationship with him so then he is more comfortable to do that.
- 2 he should be able to copy others so they could encourage him to clap his hands when he does ~~it~~ something good for positive reinforcement because then he will carry on doing it.

(Total for Question 14 = 4 marks)

0 marks

Some learners were unable to provide age appropriate examples of adult support or milestones. In this response the learner has provided examples of milestones achieved at a later age range.

- 1 get aaron to sit within a group of people for abt and see how it goes
- 2 get the other boys and girls to come say hi to him so he feels more confident and comfortable.

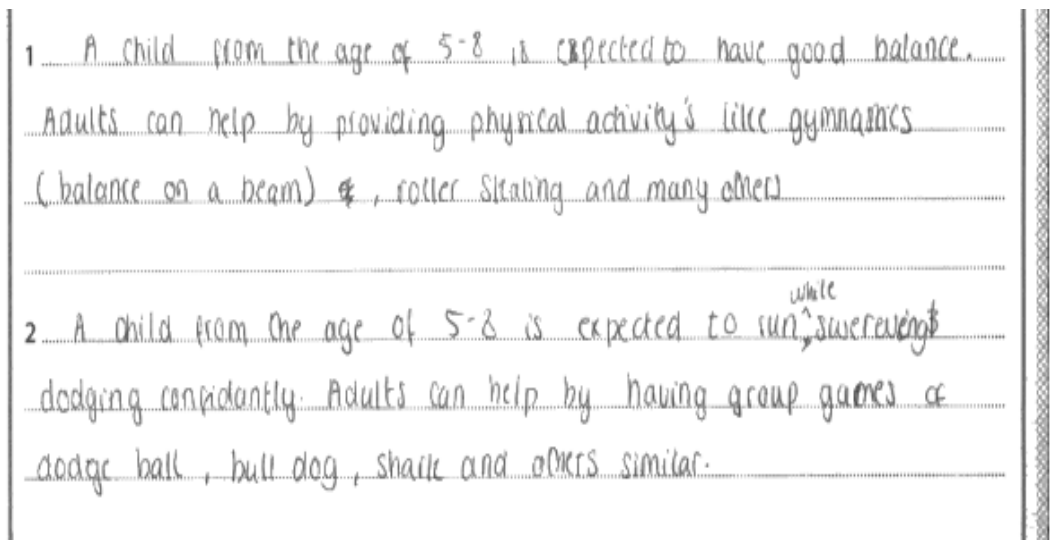
**Question 15**

**Targeted Specification Area: Learning Aim: B1 C1**

This question asked learners to consider two ways that adults could support a child's gross motor development between five and eight years. There were some good responses to this question where learners were able to provide some good examples of appropriate activities. Those achieving further marks were able to cite appropriate milestones linked to the activities.

4 marks

Some learners were able to provide a number of good examples of activities and milestones. In the first response, this learner has identified an activity (roller skating and gymnastics) as a way of encouraging children's balance (in mark scheme) as well as balance on a beam. In the second response they have identified appropriate group activities (dodge ball, bulldog) and an appropriate milestone (dodge)



3 Marks.

In this response the learner has provided an example of communication and language which would not attract any marks.

For the second response the learner has provided examples of two activities (basketball and football) and an appropriate milestone (skipping). As no marks have been awarded for the first response there are 3 marks for this second response (the two activities and the milestone)

• support/resources/activities adults can provide.

1. They could put sadip in group with other children in the class so that he may talk to them and improve his confidence.
2. They can support him by putting activities on such as football, basketball, skipping and put them into groups.

(Total for Question 15 = 4 marks)

3 Marks

In this example there are two marks in the first response. 1 mark for supporting coordination and balance and an appropriate milestone of dodging. Running alone would not attract marks.

In the second response the learner has identified appropriate milestones of hopping and jumping, either would achieve 1 mark. However, there is no appropriate activity or resource linked with this response e.g., playing hopscotch, jumping over low beams.

1 Adults should provide activities that involve running ~~eg~~ and dodging to develop Sadip's hand-eye coordination and balance while he is running, as he should be ~~safe~~ <sup>running</sup> confidently.

2 Adults should play games that involve hopping and jumping because Sadip should be able to jump and hop confidently, these skills will develop his muscles.

(Total for Question 15 = 4 marks)

2 marks

In this response the learner has identified running forwards and backwards. This is a milestone achieved at an earlier age. Responses that providing examples of running were not awarded marks alone unless they could provide examples of appropriate milestones, e.g., swerve and dodge. In the second response the learner has provided an appropriate activity (hopsotch) and a milestone (jump)

1 At 5-8 years old a child should be able to run forwards and backwards the activities adults can do are taking them out to the park where they can run around.

2 Another milestone a child should be able to do at 5-8 is jumping on two feet one of the activities they can do with the children is playing 'hop scotch' this will get them jumping

## Question 16

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

Question 16.

This question required learners to consider a theme 'All about me' and demonstrate the way the theme could be used to promote language and communication, other areas of development and positive and negative impacts on children's holistic development. A good response was one that made clear links to the theme, provided stage appropriate milestones and clear links to other areas of development, again providing examples of appropriate milestones.

Some good responses have been found in this question. Where learners have achieved higher marks, they have provided examples of links to the theme and provided activities linking to communication and language as well as another area of development. Those responses achieving higher marks were more able to apply appropriate milestones to each of the examples and to demonstrate both positive and negative effects e.g., if a child were not provided such opportunities how it would impact on communication and language and other areas of development.

Level 1: Common responses: tended to discuss the communication theme - my family, about myself and others. They sometimes expanded saying children should talk to each other. No specific examples, no links to other areas other than a brief mention were observed e.g., 'they may not want to talk so they are not confident'. Responses at the higher end of this band passing over to Level 2 demonstrated a little more example, and it was clear the learner had made attempts to link theme to activities relating to communication and cited another area of development as well as an example.

Level 2 band: tended to have a little more elucidation, they discussed in more detail with some good examples, in some instances milestones were cited but they were not often clear e.g., talk in sentences (rather than complex). At the higher end of the mark band moving into band 3, there was more evidence of good examples and linking to other areas of development; in some instances these were not always explicit and examples provided were brief as to negative and positive impact.

Level 3 band. You will see some much more detailed responses which are more likely to provide examples of milestones e.g., common ones reviewed: use of words, because, what, when etc.; what happened/might happen; reasoning; explains ideas; There were also some that gave milestones for a different area of development (negotiating with others; expressing emotions positively). There are more examples, judgements made and clear links between the theme, communication and language and another area of development

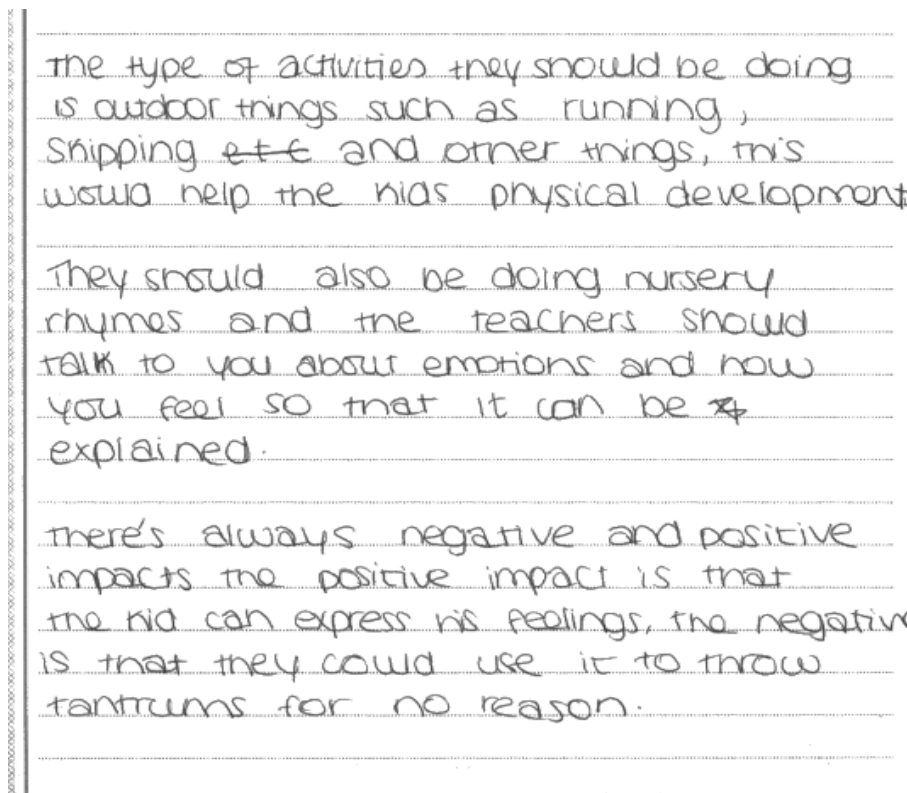
Level 1 Mark Band or 1 or 0

Some learners provided responses that did not give examples linked to the theme or clear examples of links to communication and language and appropriate milestones.

In this example, the first paragraph provides example of physical development with no link to the theme or language and communication.

The second paragraph provides an example of communication (rhymes) and talking about emotions eluding to emotional development.

The third paragraph provides an overview of positive and negative factors but lacks real example or link to the context of the question.



The type of activities they should be doing is outdoor things such as running, skipping ~~etc~~ and other things, this would help the kids physical development

They should also be doing nursery rhymes and the teachers should talk to you about emotions and how you feel so that it can be ~~z~~ explained.

There's always negative and positive impacts the positive impact is that the kid can express his feelings, the negative is that they could use it to throw tantrums for no reason.



## Level 1 Mark Band (2)

This response provides some example of appropriate activities that can encourage communication and language. However, there are no direct links to the theme of 'All about me' nor clear links and examples to another area of development that link to the theme other than supporting fine and gross motor development.

The adults can set up a circle time where each person says one thing about themselves and then it passes round and everyone listens by passing a small object around and whoever has it can speak, this also has a positive impact on fine motor by using ~~g~~ their hands to pass the object around.

The adults could also let the children move around to ~~ask people~~ put them in groups of age, birthday, height or country to see who is similar. This also has a positive effect on their gross motor by moving their bodies to different places quickly.

## Level 2 mark band (6)

This response provides some good examples of different activities that can encourage children to develop language and communication skills. There are clear links to social development and encouraging children to discuss and ask questions. To achieve higher marks the response would need to include examples of appropriate milestones.

The teachers ~~etc~~ could set up loads of activities throughout the day and in every class room and outside in different spaces. So if ~~3~~ there was ~~3~~ 4 class rooms and used 2 sides of the playground to put the activities on so in one ~~3~~ classroom you could have making cards for parents/guardians and sit them at a table so they can all talk about home. In another classroom they ~~etc~~ could have have a puzzle and make it for other people to try and figure out what parent you are talking ~~about~~ about in the puzzle. In another classroom have some music on and draw things for your parents, all have a discussion of what you ~~etc~~ could do and give each other ideas. ~~3~~ In the last classroom you could have a sandpit and they all can talk about maybe picture what it's like when they go

for the day out at the beach. Then outside you could have on one side of the playground you could play a sport that's most voted and talk about what has got you interested in ~~that~~ this certain sport and ask them what ~~parents~~ parents think to it and then play the sport that is voted. ~~and~~ Finally you could have on the other-side of the playground all sit in a circle and the teacher asks a question or one of the ~~parents~~ ~~parent~~ children asks, they will all get a turn and all talk and socialise there and talk to one another to get to know them more and make new friends.

### Level 3 Mark Band (8)

A good response that is succinct and provides examples of the way the theme can be used to develop communication and language skills as well as links to cognitive development (learning about each other's culture, background etc. There is a further good example of links to cognitive development through developing understanding of foods. To improve marks the response would need to provide examples of appropriate milestones linked to these areas of development

An all about me theme will allow them to convey their background, religion and culture. This will promote children's communication and language because they will be able to talk to each other with more understanding. The school can put posters up that show different religions and cultures. Children could also learn to greet each other in a different language. This will develop the children's emotional and social development as it will increase their chance of friendship.

Another way resource or activity that can promote children's communication and language is by getting children to tell other children about their selves through a project. For example by bringing to school some sort of cultural food. This will support cognitive development as it will help children

different names and types of food.

Mark 7/8

In this response the learner has provided some good examples of activities that link to the theme as well as providing some good links to other areas of development including social and cognitive. There is reference to some appropriate milestones and an attempt has been made to consider the negative impact. Overall a good example

I think having the all about me theme has a lot of positive impacts on all of the areas of development considering that by using the 'all about me' theme the school can have all kinds of activities that can include each area of development.

For example they can have games that require each child saying something about themselves and all of the other students have to guess who said it. This improves cognitive development via problem solving and thought processing, they could then have other activities that require getting to know other students like putting everyone into pairs or small groups and just allowing everyone to talk about themselves and find out what each peer person has in common with each other, this helps improve social and emotional ~~development~~ development.

Other activities like just allowing each child to talk to others and find their common interests improves language and communication so already there are about 3-4 activities to school could

have to improve and develop each area of development and help support that development in each area, that all have positive impacts.

Between the age of 5-8 years old their language and communication developmental milestones are to have a good vocabulary and speak over atleast 500 words, they are expected to speak full sentences.

However ~~the~~ although there are many positive impacts on all of the areas of development except for physical development, because there are no activities that the school can arrange ~~for~~ that helps to improve and develop the children's physical development under the theme 'All about me' unless ~~the~~ they had outdoor games that involve throwing a ball around the circle and ~~however~~ ~~if~~ whoever is holding the ball they have to say something about themselves. and then atleast that way they're kind of including physical development, but overall I think it has a negative impact on physical development, but positive impacts on all other areas of development.

9 marks

Assess the type of activities/resources adults can use to promote children's **communication and language** skills between **five** and **eight years** old.

5Ws  
because  
use long to  
reason & age

Your response should include:

- appropriate resources/activities linked to the 'All about me' theme
- expected **communication and language** milestones between **five** and **eight years** old
- judgements on negative/positive impacts for **one** other area of development.

emotional  
social

To help the children to meet the expected milestone of asking 'who, what, when, where and why' questions, they should approach another child in their class with these questions about their life. It could be on ~~their~~<sup>their</sup> family.

To help the children to meet the expected milestone of using more complex ~~structures~~<sup>sentences</sup> like "because"; adults should encourage them to give further details as to why they like ~~that~~<sup>where they live</sup>.

This could negatively impact their emotional and social development. This is because if they are unable to explain something about themselves, their confidence ~~is~~ may be shaken by failure.

It could also negatively impact their emotional and social development as they might ~~start~~ to compare themselves with others. This could be because another child has mentioned that they have this but another child doesn't. This can lead to comparison within.

To help the children to meet the expected milestone of using language to reason and argue, they could be asked who they get on well with in their family. If the children mentions that they don't get on well with siblings, adults should encourage them to give reasons.



## Summary

Overall this series has performed similarly with previous series. Learners do well on MCQ and short answer responses requiring recall. There was evidence that learners are achieving higher marks through making appropriate links and application of knowledge to holistic nature of child development.

Learners need to ensure that they thoroughly read questions to ensure they provide accurate responses for example in some instances where questions focused on fine motor milestones, some learners provided responses for gross motor milestones.

Learners would also achieve higher marks if they consider the way that areas of development link to other areas of development as well as the positive and negative effects on other areas of development.

There was some evidence that learners were developing their work and would benefit from reading example scenarios which provide support in framing responses.

For more information on Pearson qualifications, please visit  
<http://qualifications.pearson.com/en/home.html>

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government



