



# Examiners' Report Lead Examiner Feedback

January 2021

Pearson BTEC First  
In Children's Play Learning and Development

Unit 1: Patterns of Child Development (21486E)

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## Introduction

This report provides elucidation of the performance of learners in Unit 1, Patterns of Child Development for the January 2021 series. The structure of this unit is to assess learner's ability to recall and apply knowledge provided in the specification to a number of different situations. Learners are required to respond to a total of 16 questions ranging from multiple choice, short answer to longer descriptive discussions in order to demonstrate their knowledge and understanding.

## Introduction to the Overall Performance of the Unit

Overall, learners performed as expected in line with previous series of this exam. Learners who did well were able to correctly identify accurate milestones for areas of development and expand their responses to demonstrate their ability to contextualise and expand their responses.

Historically, learners did better on short answer questions, however there is evidence that more learners were able to apply examples to different situations and expand responses to gain further marks for a question.

It was noted that in some instances, learners provided examples from different areas of development in response to questions. For example, where a question asked for fine motor development examples, some learners tended to provide gross motor examples.

## Individual Questions

### Question 1-3 and 6.

These questions are multiple-choice 1-mark questions. Generally, responses were good, and most learners were able to achieve at least one from these responses.

### Question 4

Learners were asked to identify two examples of cognitive development. Many learners were able to identify correct examples attaining the 2 marks awarded for this question.

A very good level of correct responses given for this question with many learners achieving two marks. Learners seem to be able to identify cognitive examples well.

4 Identify **two** ways adults can encourage a child's **cognitive** skills.

- A Hold a child close
- B Ask questions
- C Provide crayons
- D Provide puzzles
- E Be a role model

(Total for Question 4 = 2 marks)

Some learners received one mark; a few learners chose C provide crayons as an example of cognitive development.

4 Identify **two** ways adults can encourage a child's **cognitive** skills.

- A Hold a child close
- B Ask questions
- C Provide crayons
- D Provide puzzles
- E Be a role model

(Total for Question 4 = 2 marks)

## Question 5

This question asked learners to identify two examples of emotional and social development. Many learners were able to correctly identify two examples.

2 mark example

5 Identify **two** aspects of **social** development.

- A Imagination
- B Perception
- C Coordination
- D Friendships
- E Cooperation

(Total for Question 5 = 2 marks)

One mark example

5 Identify **two** aspects of **social** development.

- A Imagination
- B Perception
- C Coordination
- D Friendships
- E Cooperation

(Total for Question 5 = 2 marks)

### Question 7(a)

This question asked learners what age a child should be who could button and unbutton their clothes. Some learners were able to identify the correct age range or an age within the age range of three to four years e.g., three years. A number of learners were unable to identify the correct age range, identifying more often, older age ranges.

7 (a) At what age should a child be able to button and unbutton clothes?

(1)

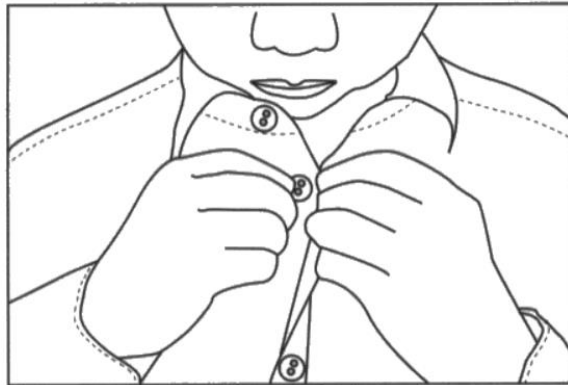


Figure 1

~~4~~ 5 years 5-6 years

### Question 7(b)

Many learners were able to identify the correct age range or an age within the age range. Most common responses were five or six to seven years. Those not achieving a mark for this question gave ages between four and five years old

(b) At what age should a child be able to accurately cut out shapes?

(1)

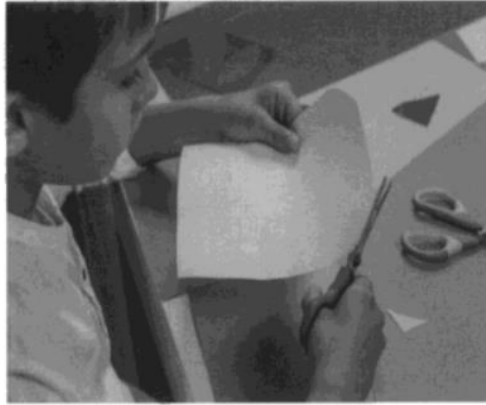


Figure 2

~~6-7 years~~ ~~7-8 years~~

7-8 years

(b) At what age should a child be able to accurately cut out shapes?

(1)



Figure 2

5-8 years

### Question 7(c)

This question asked learners to identify which area of development was shown in the previous two questions (7a and b). Many learners were able to identify the correct response and cited 'fine motor development' for one mark. Where no marks were awarded

responses were from different areas of development including physical or cited both gross and fine motor development.

(c) What **area of development** is shown in Figures 1 and 2?

(1)

Fine motor skills development.

(Total for Question 7 = 3 marks)

Some learners provided 'physical development' in their responses which would not be appropriate to gain one mark. However, some learners included 'fine motor' within such responses and were able to gain a mark for this response

One mark

(c) What **area of development** is shown in Figures 1 and 2?

physical development (fine motor) <sup>(1)</sup>

(Total for Question 7 = 3 marks)

Learners who identified physical development alone were not awarded a mark

No marks awarded

(c) What **area of development** is shown in Figures 1 and 2?

(1)

Physical development.

(Total for Question 7 = 3 marks)

## Question 8

This question asked learners to identify two cognitive milestones for a child aged from seven years. Many learners were able to correctly identify at least one example of a cognitive milestone.

Some learners were able to achieve two marks for this question and provided correct milestones.

Two mark example



8 From **seven years** old a child can start to tell the time.

Give **two** other **cognitive** milestones a child develops from **seven years** old.

1 can do simple calculations.

2 can recognise numbers up to 100.

In some instances, learners repeated responses. In this example in the first response the learner has identified learning times tables and in the second simple addition and multiplication. This response would have been awarded one mark as each response would be appropriate for the milestone of 'does simple calculations'.

One mark example

8 From **seven years** old a child can start to tell the time.

Give **two** other **cognitive** milestones a child develops from **seven years** old.

1 knew some times table.

2 do simple addition and multiplication

In some instances, learners provided examples of communication and language development

No marks awarded

8 From **seven years** old a child can start to tell the time.

Give **two** other **cognitive** milestones a child develops from **seven years** old.

1 They can read a book clearly

2 They can clearly write words and can speak in full sentences!

(Total for Question 8 = 2 marks)

### Question 9

This question asked learners to identify one emotional and social milestone for a child aged between five and seven years.

Some learners were able to achieve one mark for this question providing appropriate milestones for the age range.

One mark example

In this example the learner has identified a child would 'understand what the person's emotion is' which can be found in the mark scheme as 'recognise/become aware what others may be feeling'

9 From **five to seven years** old a child has strong friendships, often with the same gender.

Give **one** other **emotional** and **social** milestone for a child aged between **five** and **seven years** old.

Being able to understand what the persons emotion is and being able to interact with each other.

(Total for Question 9 = 1 mark)

Some learners identified milestones achieved at an earlier age  
No marks awarded.

In this example the learner has identified a milestone achieved from three years.

9 From **five** to **seven years** old a child has strong friendships, often with the same gender.

Give **one** other **emotional** and **social** milestone for a child aged between **five** and **seven years** old.

They can share stuff with other children.

(Total for Question 9 = 1 mark)

Many learners achieving one mark for this question, provided responses relating to 'recognising/becoming aware of feelings/emotions of others.

One mark example

9 From **five** to **seven years** old a child has strong friendships, often with the same gender.

Give **one** other **emotional** and **social** milestone for a child aged between **five** and **seven years** old.

Will be able to recognise if someone is upset.

(Total for Question 9 = 1 mark)

9 From **five** to **seven years** old a child has strong friendships, often with the same gender.

Give **one** other **emotional** and **social** milestone for a child aged between **five** and **seven years** old.

A five and a seven year old can understand others feelings and emotions.

(Total for Question 9 = 1 mark)

### Question 10(a)

This question required learners to identify two cognitive milestones for a child aged between 15 months and two years.

#### Two-mark example

Those who gained two marks were able to cite appropriate milestones. Recognising self in mirror was a more common response provided.

10 (a) Give **two cognitive** milestones for a child aged between **15 months** and **two years** old. (2)

1 Recognise self in mirror

2 Remembers where things belong.

10 (a) Give **two cognitive** milestones for a child aged between **15 months** and **two years** old. (2)

1 Can remember where things belong

2 Can recognise self in the mirror.

#### One mark example

Some learners were able to achieve one mark for this question. Many learners identified recognising self in mirror as a correct milestone

10 (a) Give **two cognitive** milestones for a child aged between **15 months** and **two years** old.

(2)

- 1 to be able to complete symbol puzzles with help.
- 2 starts to realise themselves in the mirror.

No marks awarded

In some responses, learners cited milestones for different areas of development. In this example, the learner has provided examples of emotional and social development

10 (a) Give **two cognitive** milestones for a child aged between **15 months** and **two years** old.

(2)

- 1 ~~communicate with others~~ sometimes have tantrums.
- 2 share toys

In this example although the learner has provided a response that aligns to cognitive development, the examples relate to the overarching concept of problem solving and asking questions which are not specific milestones.

10 (a) Give **two cognitive** milestones for a child aged between **15 months** and **two years** old.

(2)

- 1 Problem Solving
- 2 asking questions

### Question 10(b)

This question asked learners to identify two fine motor milestones for a child aged between 15 and 18 months old.

#### Two-mark example

In this example although the learner has not identified that the use of the pincer grasp is precise, the example they have provided suggests a more refined use of the grasp 'picking things out of a jar' and one mark has been awarded for the first response. In the second response the learner has identified a correct milestone for a total of two marks for this question.

(b) Give **two fine motor** milestones for a child aged between **15** and **18 months** old. (2)

- 1 using pincer grasp they would be able to pick thing up from out of a jar.
- 2 using the palmar grasp they would be able to colour with chunky crayons.

**(Total for Question 10 = 4 marks)**

In this example the learner has identified two correct milestones. In the first response they have identified that the child should 'use the palmer grasp' for one mark. In the second response the learner has identified building a 'small tower'. Whilst the specification states a 'small tower of three bricks' as the learner has identified 'small', this would be acceptable in the learner demonstrating understanding of the ability of a child in this age range.

(2)

- 1 At this age a fine motor milestone is using the ~~P~~ Palmar grasp.
- 2 Build a small tower using hands.

**(Total for Question 10 = 4 marks)**

In this response the learner has identified two appropriate milestones for two marks.

(b) Give **two fine motor** milestones for a child aged between **15** and **18 months** old. (2)

- 1 can feed themselves with a spoon
- 2 Can hold a crayon ~~with~~ the palmer graspo

(Total for Question 10 = 4 marks)

One mark example

More learners were able to identify one appropriate milestone. In this example in the first response, no marks are awarded as the learner has not identified that a child's use of the pincer grasp should be 'precise'. In this example they have stated that the child should 'start' to pick up things...' To be awarded one mark the learner would need to emphasise the level of expertise of the grasp. In the second response, one mark has been awarded for scribbling using the palmer grasp which is appropriate for the milestone of 'scribble ... in palmer grasp'. The specification does not specify the level of expertise here, however, use of pencils/crayons would be appropriate to accept with 'scribbling'.

(b) Give **two fine motor** milestones for a child aged between **15** and **18 months** old. (2)

- 1 they can start to pick up things using pincer grasp e.g. chocolate and other diff small things
- 2 and they can scribble using palmer grasp

(Total for Question 10 = 4 marks)

In this example the learner has correctly identified a milestone in the first response but has crossed out 'palmer' in the second response and replaced it with 'tripod' which is a milestone achieved from two and half years old

(b) Give **two fine motor** milestones for a child aged between **15** and **18 months** old.

(2)

1 Will do the pincer grasp to pick up small objects accurately

2 Will do the ~~palmar~~ tripod grasp to hold a crayon pencil

(Total for Question 10 = 4 marks)

No marks awarded

Some learners identified more overarching examples of fine motor development. In this example the learner has provided responses that relate to generally picking up and holding small toys/objects. No marks were awarded as no specific milestones were identified

(b) Give **two fine motor** milestones for a child aged between **15** and **18 months** old.

(2)

1 Pick up small objects, such as legos.

2 Play with small toys such as action figures.

(Total for Question 10 = 4 marks)

In some instances, learners provided examples of other areas of development. In this example, the learner has identified a gross motor skill and emotional and social stage of development.



(b) Give **two fine motor** milestones for a child aged between **15** and **18 months** old. (2)

1 Can sit unsupported

2 Takes turns and share

(Total for Question 10 = 4 marks)

Some learners provided responses that related to gross motor development rather than fine motor. This example demonstrates a common example of where a learner has identified gross motor skills for a fine motor question.

(b) Give **two fine motor** milestones for a child aged between **15** and **18 months** old. (2)

1 They can roll around and pull themselves up by furniture.

2 stand them up and try and walk with them -

(Total for Question 10 = 4 marks)

### Question 11(a)

In this question learners were asked to identify two fine motor milestones for a child aged between six and eight years of age.

Two mark example

Some learners were able to accurately identify two appropriate milestones. Common examples included 'sew large stitches' and 'clear handwriting'.

11 (a) Give **two fine motor** milestones for a child aged between **six** and **eight years** old.

(2)

- 1 ~~Can hold a pencil correctly~~ can stitch large stitches.
- 2 Have neat and clear handwriting

In this response the learner has correctly identified two milestones appropriate for this age range.

11 (a) Give **two fine motor** milestones for a child aged between **six** and **eight years** old.

(2)

- 1 Tie and untie shoe laces.
- 2 accurately cut out shapes.

One mark

In this example the learner has correctly identified one example of a milestone between six and eight years of age.

11 (a) Give **two fine motor** milestones for a child aged between **six** and **eight years** old.

(2)

- 1 cut shapes out accurately
- 2 Button and unbutton clothes.

In this example the learner has provided one correct response 'sew large stitches'. In the second response the learner has not identified that the child should be able to cut out shapes 'accurately'

11 (a) Give **two fine motor** milestones for a child aged between **six** and **eight years** old. (2)

1 sew large stitches.

2 cut out shapes.

In this example the learner has identified one correct example of a milestone of 'tie and untie shoelaces' for one mark. The second response is a milestone achieved from four to five years.

11 (a) Give **two fine motor** milestones for a child aged between **six** and **eight years** old. (2)

1 Tie and untie shoe laces.

2 write their name.

No marks awarded

This example demonstrates the importance of learners carefully reading and understanding the question. The learner has provided two examples of gross motor development.

11 (a) Give **two fine motor** milestones for a child aged between **six** and **eight years** old. (2)

1 ~~Catching~~ a throwing a large ball

2 Swimming

In this example the learner has provided examples, not relating specific milestones in this age range

11 (a) Give **two fine motor** milestones for a child aged between **six** and **eight years** old. (2)

1 Hold a pencil and write or colour

2 Hold a paintbrush to paint.

### Question 11(b)

In this question learners were asked to provide two gross motor milestones for children aged between five and eight years old. Many learners achieved one mark for this question with most common response being riding a bike.

#### Two mark example

Learners able to achieve two marks for this question provided good examples of appropriate milestones. In this response the learner has provided numerous correct examples, however only two marks could be awarded for the question.

(b) Give **two gross motor** milestones for a child aged between **five** and **eight years** old.

(2)

- 1 Ride a bicycle with Pedal
- 2 Jumping, <sup>running</sup> hopping confidently

(Total for Question 11 = 4 marks)

This is another example of a learner identifying two appropriate milestones for this question.

(b) Give **two gross motor** milestones for a child aged between **five** and **eight years** old.

(2)

- 1 Be able to ride a bike
- 2 Be able to balance on a beam

(Total for Question 11 = 4 marks)

One mark example

Some learners were able to correctly gain one mark for this question. In this example the learner has correctly identified 'ride a bike' for one mark. The second response relates to a milestone achieved between four and five years old.

(b) Give **two gross motor** milestones for a child aged between **five** and **eight years** old.

(2)

1 Ride a ~~big~~ bike

2 Throw/catch a ball.

(Total for Question 11 = 4 marks)

In this example, the learner has correctly identified 'hopscotch' for one mark. 'Paint a picture' is a fine motor skill.

(b) Give **two gross motor** milestones for a child aged between **five** and **eight years** old.

(2)

1 playing hopscotch

2 paint a picture

(Total for Question 11 = 4 marks)

No marks awarded

Learners who did not achieve marks for this question provided examples of different areas of development. In this example the learner has identified fine motor skills.

(b) Give **two gross motor** milestones for a child aged between **five** and **eight years** old.

(2)

1. Writing with a Pen.

2. counting on fingers.

(Total for Question 11 = 4 marks)

In this example the learner has identified milestones of an earlier age range.

(b) Give **two gross motor** milestones for a child aged between **five** and **eight years** old.

(2)

1. To be able to catch a ball

2. To be able to ride a tricycle.

(Total for Question 11 = 4 marks)

### Question 12(a)

Learners were required to identify one gross motor milestone for a child aged three years old. Many learners were able to correctly identify appropriate examples achieving the one mark for this question.

One mark

12 Poppy is **three years** old and loves outdoor play.

(a) Give **one gross motor** milestone Poppy should be able to do at **three years** old.

(1)

Ride a tricycle.

12 Poppy is **three years** old and loves outdoor play.

(a) Give **one gross motor** milestone Poppy should be able to do at **three years** old.

(1)

~~Kick a large ball~~

Throws a large ball

No marks

Some learners identified examples from different areas of development.

12 Poppy is **three years** old and loves outdoor play.

(a) Give **one gross motor** milestone Poppy should be able to do at **three years** old.

(1)

Tripod grasp

Here is another example, where a learner has identified a fine motor skill

12 Poppy is **three years** old and loves outdoor play.

(a) Give **one gross motor** milestone Poppy should be able to do at **three years** old.

(1)

eat by using a spoon and fork.



### Question 12(b)

This question asked learners to explain how a child's gross motor skills could be supported to meet milestones between three and four years old.

Four marks

- (4)
1. They can host a little 'sports' day with activities like throwing and catching or who can walk in a straight line for the longest.
  2. They could also make it a challenge and say 'how many times can you hop in one minute'. This regularly would help her progress.

In this example, in the first response the learner has been awarded two marks. One mark for adults putting tape out and one further mark for an appropriate milestone 'walk in a straight line'

In the second response, one mark has been awarded for an obstacle course and one further mark for either 'hop on one foot' or 'riding a tricycle'

(b) Explain **two** ways adults can support Poppy's **gross motor** skills to meet expected milestones between **three** and **four years** old.

(4)

1 One way a adult can support Poppy's gross motor is, to put some tape out and see if she can walk in a straight line. This should develop her gross motor skills and physical skills.

2 Another way a adult can support Poppy's gross motor skills is to do a simple obstacle course with Hop on one foot and try to ride a bicycle. This will development all the areas of development and she can try to use the tripod grasp preference.

(Total for Question 12 = 5 marks)

In the first response the learner has suggested an outdoor activity of hopscotch for one mark and an appropriate milestone of 'hop on one foot' for a further one mark. In the second response one mark has been awarded for 'egg and spoon' race and one further mark for 'walk in a straight line'

(b) Explain **two** ways adults can support Poppy's **gross motor** skills to meet expected milestones between **three** and **four years** old.

(4)

1 To support Poppy's gross motor development the adult should provide an outdoor activity such as hop scotch this will help her to learn how to hop on one foot.

2 Another way that the adult can support her gross motor is to play the egg and spoon race this will help her to develop how to walk in a straight line.

(Total for Question 12 = 5 marks)

In this example, in the first response the learner has identified the adult can demonstrate an activity to Poppy 'could show Poppy how to...' for one mark and one further mark for an appropriate milestone 'throw a ball'.

In the second response one mark has been awarded for demonstration (adult could show) and one further mark awarded for an appropriate milestone 'tricycle'

(4)

- 1 An adult could show a Poppy how to throw and catch a ball and then encouraging her to do the same thing.
- 2 The adult could show her a tricycle and encourage her to ride it by showing and telling her what to do.

Three marks

In this response, one mark has been awarded for 'teach her' and one further mark for 'ride a tricycle'. In the second response, one mark has been awarded for an obstacle course, No appropriate milestone has been identified.

(4)

- 1 ~~tea~~ one way is to teach her how to ride a tricycle freely.
- 2 Another way is to make obstacle courses for her using objects found at home.

Two marks

In this response, in the first response, one mark for an appropriate milestone and one mark for providing Poppy with the opportunity to use the tricycle

In the second response no awardable marks as it does not identify aiming and throwing a ball

(4)

1 Adults can give Poppy the opportunity to use a tricycle. Poppy will have to use her arms and legs <sup>at the same time</sup> to steer the tricycle otherwise she'll crash.

2 Adults can play catch with Poppy to help support Poppy's throwing and catching

In the first response. One mark for providing equipment such as balls. No further marks for a milestone as the learner have not identified kick a ball with force or aim and throw a ball

Second response: No marks awarded as no appropriate activity has been provided that would link to an appropriate milestone. Where an activity is identified but no milestone given, if appropriate links to a milestone could be made, a mark could be awarded for the activity/support

1 They can provide equipment such as balls to help Poppy encourage Poppy to play with them. For example, she could roll the ball, kick the ball or throw the ball.

2 They can provide activities such as what's the time Mr Wolf as this activity would require the children to run. For example, she would have to run away from the wolf to not become the wolf.

(Total for Question 12 = 5 marks)

One mark

In this example the learner has provided an appropriate milestone in the second response 'hopping one foot' as an appropriate milestone but has not provided an appropriate link e.g., mark out a hopscotch game.

No marks have been awarded for the first response as this does not provide an appropriate activity or milestone.

(b) Explain **two** ways adults can support Poppy's **gross motor** skills to meet expected milestones between **three** and **four** years old.

(4)

1 Allow her to play in a playground to support her gross motor development

2 Activities that allow poppy to move her arms and legs such as hopping on one foot or skipping to help her develop the skill for the development.

(Total for Question 12 = 5 marks)

In this response the learner has provided a good example of activity and milestone. One mark has been awarded for 'provide equipment such as balls to encourage Poppy to play with them' No marks have been awarded for 'throw a ball' as the learner has not identified 'aim and throw'. In the second response no marks have been awarded as no activity has been provided that would link with an appropriate milestone at this age range and no milestone provided

(b) Explain **two** ways adults can support Poppy's **gross motor** skills to meet expected milestones between **three** and **four years** old.

(4)

1. They can provide equipment such as balls to help Poppy encourage Poppy to play with them. For example, she could roll the ball, kick the ball or throw the ball.

2. They can provide activities such as what's the time Mr Wolf as this activity would require the children to run. For example, she would have to run away from the wolf to not become the wolf.

(Total for Question 12 = 5 marks)

1. Creating large group activity with all her friends to play for example 'tag' may encourage her to want to do it because she isn't alone and is having fun.

2. Constantly playing 'games of hot potato' with all her friends will make her really want to do it and therefore will start to learn how to throw and catch.

(Total for Question 12 = 5 marks)

No marks awarded

Some responses did not provide examples of gross motor skills. In this example the learner has identified ways to support overall physical development of a child.

(b) Explain **two** ways adults can support Poppy's **gross motor** skills to meet expected milestones between **three** and **four years** old.

(4)

1 Giving her ~~nutrients~~ the right nutrients and a healthy diet

2 A good sleep, & make sure she's getting around 8-10 hours.

In this response the learner has provided examples that are directed towards cognitive development.

(b) Explain **two** ways adults can support Poppy's **gross motor** skills to meet expected milestones between **three** and **four years** old.

(4)

1 can give her a puzzle so she can recongise the different pieces and match them up

2 Running which can help her cognitive development

### Question 13

In this question learners were required to provide a three-stage response in providing an appropriate milestone, resources and activities and justify how these resources/activities could support a child's cognitive development between three and four years.

Six marks

In this example the learner has identified an appropriate milestone 'primary colours' in the first response, and have gone on to identify an appropriate activity of matching objects (tomatoes) to cards which have colours. The expansion goes on to identify that this would encourage problem solving skills.

In the second response the learner has identified a correct milestone 'heavy and light' and an appropriate activity with objects of different weights. The expansion suggests this will help a child 'increase their knowledge'

1 Children will recognise and name primary colours at 3 to 4 years  
 therefore <sup>the</sup> adults <sup>can</sup> provide different primary coloured objects. For  
 example, red tomatoes <sup>by give real life objects by give plastic fruit & veg</sup>. This will give them practise and problem solve  
 what colours they are by matching it to cards which have colours.  
 Additionally, it will help them remember what coloured object are and  
 test their memory.

2 Children will start to be aware if a object is heavy or light. Kyle  
 can provide opportunities for children to see what objects are  
 heavy and light. This will support children as it will increase their  
 knowledge.

Six marks have been awarded for this response:

First response: One mark for knowledge of primary colours (milestone). one mark for appropriate activity (coloured blocks) and one further mark for 'remember' (memory recall)



Second response: one mark for plastic animals (activity) one further mark for children being able to identify different types (categorisation). One further mark for give children experience (linking/new experience)

**13** Kyle is a key person and loves to set up activities that encourage children to explore and investigate.

Recommend **two** activities Kyle can prepare to support children's **cognitive** development between **three and four years** old.

Your response should include:

- age/stage milestones between **three** and **four years** old
- age appropriate resources/activities
- how these resources/activities will support children's **cognitive** development.

1. At the age of 3<sup>and</sup> four child should meet a milestone of knowing their primary colours. Kyle can set up coloured box around the ~~room~~<sup>room</sup> of the primary colours and other colours. Kyle should explain what colours the children are looking for and each child should have a basket looking for the colours. This would help the children remember their primary colours.

2. At the age of 3 and four children should be able to identify different types of animals. Kyle can use plastic animals or go to a zoo. This would give children experience.

In this example, one mark has been given for a milestone (primary colours), one further mark for a painting activity and one further mark for developing memory and recognition.

In the second response, one mark has been given for the milestone (heavy or light) one further mark for objects of different weights and one further mark for 'gain knowledge'.

- age/stage milestones between **three** and **four years** old
- age appropriate resources/activities
- how these resources/activities will support children's **cognitive** development.

1 To achieve the milestone, recognise and name primary colours, Kyle could put out the paints of these colours and ask them to paint using a specific colour. This will help their development, because it will help their <sup>memory and help them to</sup> ~~them~~ recognise and name the primary colours.

2 To achieve the milestone, know whether an object is heavy or light, Kyle could give them objects with different weights and ask them what their weight is like. This will help their cognitive development, because it will gain them knowledge, and help with their opposites.

(Total for Question 13 = 6 marks)

#### Five mark example

In this response one mark has been awarded for an activity, treasure hunt, as this could lead to a milestone e.g., part of the treasure hunt could include activities that assess weight, use of primary colours etc. One further mark has been awarded for the way that this activity would support cognitive development, either for 'thinking' 'understanding' or 'imagination'

In the second response one mark has been awarded for board games/memory games and one mark for an appropriate milestone of 'understanding categories/matching. A further mark has been awarded for 'enhance memory' or 'remember'

- 1 He could prepare a treasure hunt. Giving the children clues to find the 'treasure' will help allow children to use their imagination and help develop their thinking and understanding skills. Discussing the clues will also help with their speech and understanding of words.
- 2 They could also play board games such as memory games. Playing the card game of pairing will focus them on using their mind to find the pairs. This will help enhance memory as they are trying to remember where each card is.

In this example, in the first response, the learner has identified two appropriate milestones; connections between people and places and matching. One mark has therefore been awarded for the activity of matching and the milestone of connection between people and events. One further mark has been awarded for 'helps them understand'.

In the second response, the learner has correctly identified an appropriate milestone of 'tells difference between heavy/light' for one mark. One further mark for giving them objects of different weights and sizes. The learner has again identified that this activity would 'help them understand' however, one mark has already been awarded for this in the first response no further marks are awarded.

- how these resources/activities will support children's **cognitive** development.
- 1 Kyle could provide card match up games of people and places such as a doctor and a hospital this helps them understand and make links and connect people to places this is an expected milestone for children 3-4 years.
  - 2 Give them objects that are different shape sizes and weight for them to pass around this will help them to understand the difference between heavy and light. This is a good activity as it is fun and gets all the children involved
- (Total for Question 13 = 6 marks)**

Learners gaining four marks for this question were able to cite an appropriate activity, which could link to a milestone at this age range and expand in identifying how the activity may support cognitive development. In general, those attaining four marks were not able to identify appropriate milestones.

Four marks

- 1 Kyle can set up a role-play area in the SD that the children can pretend to be different jobs. For example, a cashier so that they improve their money skills and remember what the other children had at the pretend supermarket.
  
- 2 Kyle can set up a painting or a drawing area so that the children can paint using a paintbrush or they can draw. This helps their cognitive development as they can draw things like shapes and it also helps them remember their colours: primary colours.

In this response the learner has been awarded one mark for the paints and paper and encouraging Kyle to draw, as this could link to an appropriate milestone of primary colours. One further mark has been given for 'remember'. No milestone has been provided.

In the second response, one mark has been given for 'simple books' as this could lead to an appropriate milestone (e.g., making connections between people/events or primary colours etc) one further mark has been provided for 'imagination' No milestone has been provided.

1 One activity is to give them paint & a paper so Kyle can draw pictures and write down ~~the~~ letters, numbers, and his name. This would allow Kyle to ~~impr~~ remember the letters/numbers more easily, and this would allow Kyle to use his imagination. ~~Also, this would~~

2 Another activity is ~~that adults~~ to allow Kyle to read simple books. This is because this would allow Kyle to describe the book and pick up a few words that he can remember and use daily. Also, reading books would allow Kyle to become imaginative.

Three marks

In this response, one mark has been given for providing children with counters to improve their number skills. In the second response, one mark has been provided for simple puzzle as this could lead to an appropriate milestone (e.g., colours, people and events etc) and one further mark for 'get the children's brains thinking'

1. Between the ages of three and four, <sup>children</sup> ~~Kyle~~ should be able to count to 10. Kyle could provide the children with counters to help them ~~do~~ <sup>to</sup> do so and improve their number skills.
2. Between the ages of three and four, children are expected to ~~complete~~ <sup>be able</sup> to complete a simple puzzle. Kyle could provide the children with a puzzle and let them complete it. This will get the children's brains thinking and improve their cognitive development. (Total for Question 13 = 6 marks)

Two marks

In this response, one mark has been awarded for 'different shapes' (resource), one mark for 'tell which one is bigger of difference' (milestone of arranging objects to categories). No further marks have been awarded as no expansion as to how it supports cognitive development has been provided.

The second response provides a similar example of an activity that would support milestone of categorisation.

Recommend **two** activities Kyle can prepare to support children's **cognitive** development between **three** and **four years** old.

Your response should include:

- age/stage milestones between **three** and **four years** old
- age appropriate resources/activities
- how these resources/activities will support children's **cognitive** development.

1 She could show the children's different shapes of things and they could tell which one is bigger. Or tell the difference between more things.

2 She should ~~then~~ make colour cards and the children should find the pairs of the cards.

Two marks have been awarded for this response, one for treasure hunt and one further mark for 'investigate' which can be linked to problem solving.

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

1 Kyle can prepare for the children a treasure hunt activity this will get to explore and investigate, it will develop their communication and language skills, ~~the~~ and emotional skills as they will get excited to find their treasure.

2



## Question 14

In this question learners were asked to explain two ways a key person could promote a child's emotional and social development to meeting milestones of two years old.

Four marks

In the first response, one mark has been awarded for an appropriate milestone and one mark for providing an activity to 'distract her from tantrums'.

In the second response, one mark has been awarded for an appropriate milestone of 'finding it difficult to share' and one further mark for 'socialising' Elouise with other children in a group activity to encourage sharing.

1 At 2 years a child should start to have bigger or worse tantrums to support Elouise they could distract her from her tantrums by offering a fun activity

2 At 2 years a child can play with others but finds it difficult to share, to support Elouise they could promote sharing by asking her to take part in a group session of colouring, this helps to help her share colours.

(Total for Question 14 = 4 marks)

1) like playing with dolls together.

Here is another example of a response that was awarded four marks. In the first response, one mark has been provided for an appropriate milestone (difficulty with sharing) and one further mark for the adult encouraging interaction with other children through activities. In the

second response one mark for the appropriate milestone of 'tantrums' and one further mark for distracting the child from tantrums and talking to her. The two milestones provided in this response were common examples provided by learners.

1 Elouise would find it hard to share with other children. Adults could provide activities for the children to all interact with each other and share the toys with each other.

2 She is also likely to have tantrums if she doesn't get her own way, so adults could distract her from her tantrums and also they could be firm to her and then explain why she can't have what she wants. (Total for Question 14 = 4 marks)

Three mark example

In the first response, one mark has been awarded for 'encourage to express feelings' and one further mark for 'throwing tantrums'.

In the second response one mark has been given for **one** of the following:

- for smiling
- being praised
- ask her questions

No further marks as no milestone has been provided for this second response.

- 1 Encourage her to Express her feelings because if you don't she will throw tantrums and would become really angry.
- 2 ASK her questions and smile and interact so she knows shes being <sup>praised</sup> ~~praised~~ and receiving attention.

In the first response, one mark has been provided for 'make child feel safe' (bonding) **or** for 'playing with the child' (maintaining proximity) **or** for 'support them' (bonding). No further marks as no milestone identified.

In the second response, one mark has been awarded for encouraging the child to play around other children (encouraging socialisation). One further mark has been awarded for 'when they get older, they're not nervous or anxious around people or children' This explanation demonstrates that the learner understands the milestone of playing alongside/parallel

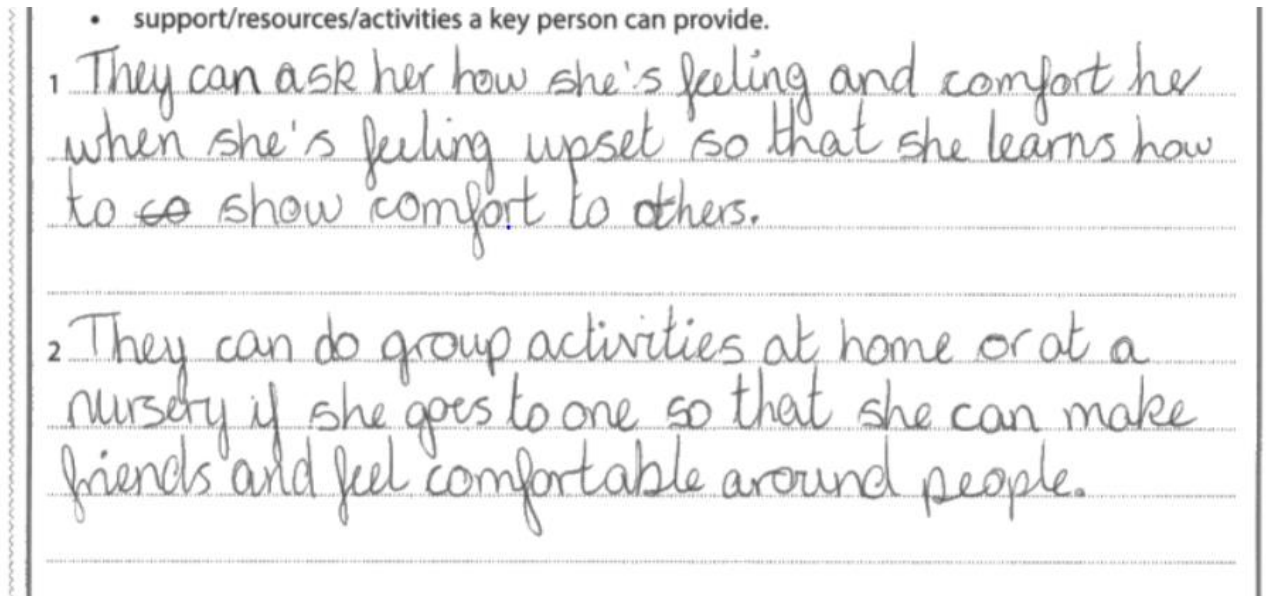
- 1 Play with me child make them feel safe so they don't worry about stuff and support them
- 2 make them socialise with other young children so when they get older they're not nervous or anxious around people or children

Two mark example

In the first response, one mark has been awarded for 'comfort her' (encourage bonding). No appropriate milestone has been given.

In the second response, one mark has been awarded for encouraging 'group activities' (encourage relationships)

No further marks awarded as no milestones have been provided



Here is another example of a two-mark response. In the first response, one mark has been awarded for doing group activities 'place toys/activities out' (encourage parallel play).

In the second response, one mark has been awarded for letting her talk to other children (encourage relationship/socialisation) Although the child played alongside other children at this age, they may be involved in interactions with others. No further marks as no milestones have been provided for either response.

One way a key person can promote Elouise's emotional and social development is to do group activities so she can make friends.

Another way a key person can promote Elouise's emotional and social development is to let her talk to people her age that are the same gender.

(Total for Question 14 = 4 marks)

### Question 15

This question asked learners to explain two ways adults could support the communication and language development of a child aged between four and five years.

Four mark example

In the first response, one mark has been given for 'sing the nursery rhyme' and one further mark for 'count to ten'

In the second response one mark has been given for 'adult tell them and explain' (encourage Mohammed to talk) and one further mark for 'argue and answer back'

- support/resources/activities adults can provide.

1 At four and five years, Mohammed should be able to count to ten. Adults could sing the nursery rhyme "one, two, three, four, five, once I caught a fish alive" song as it encourages Mohammed to sing the numbers.

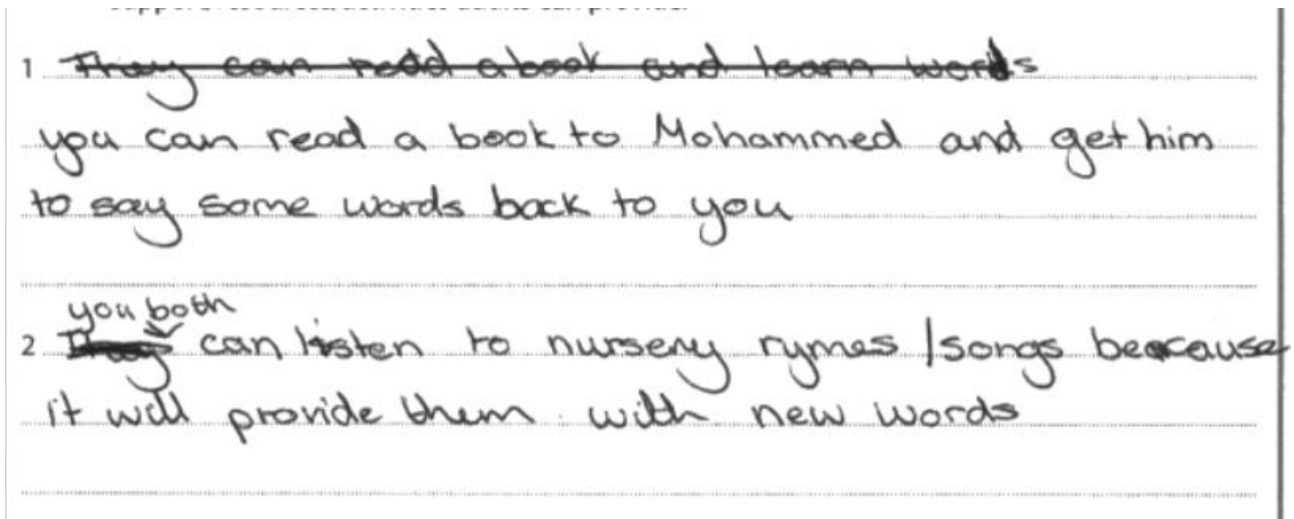
2 At four and five years, children argue and answer back. Adults can make sure they don't shout at Mohammed when he has done something wrong. When he argues back, the adult needs to tell them and explain that it is wrong.

(Total for Question 15 = 4 marks)

Three mark example

In the first response, one mark has been awarded for 'read books to him and one further mark for 'get him to say some words back to you' (uses language to answer back)

In the second response, one mark has been awarded for 'listen to nursery rhymes...provide them with new words' No further marks as no appropriate milestone was provided.



Here is another example of a three mark response. In the first response: One mark for reading book or singing a song as an activity. No further marks as no milestone provided

Second response: One mark for 'show and tell' and one further mark for using language to answer back (answer the question that the students ask him)

- 1 The adults could let Mohammed Read a book or sing a song to the parents, as this could improve his language ~~as by~~
  - 2 Mohamed should do a show and tell at school and explain what his object is. To improve the communication he could answer the questions that the students ask him
- (Total for Question 15 = 4 marks)

Two marks

In this response, for the first response, one mark is awarded for 'ask questions' No milestone has been provided so no further marks have been awarded.

In the second response, one mark has been awarded for 'using language to argue and answer back' as an appropriate milestone. No appropriate activity is given so no further marks for this response

- 1 Ask questions such as 'why', 'when', 'where', 'who' and 'how'. Adults can support this by taking the time to allow the child to understand this.
- 2 Uses language to argue and answer back. Adults could provide timeouts if it is not relevant.

Here is another example of a two-mark response. In the first response: One mark for reading to the child. No further marks as no appropriate milestone has been provided

Second response: One mark for singing songs with him. No further marks as no appropriate milestone has been provided.

1. they could read out loud with Mohammed and then he repeats it after them so he knows what it should sound like.
2. They could sing songs with him so he can remember what the words sound like.

One mark example

One mark has been provided for the first response 'reading him books' no milestone has been given. In the second response no marks have been provided for 'bringing Mohammed around other children' as this response could fall within other areas of development so is not specific enough to relate to communication and language.

1. Adults can support Mohammed by reading him books regularly and encourage them to read and if they get something wrong don't
2. The adults can support by bring Mohammed around other children.

In this response, one mark has been awarded for 'sing nursery rhymes' in the first response. No marks have been awarded for the second response as the activity does not link to an appropriate milestone.



- 1 A way to support Mohammed's Communication and language development at the ages between 4 and 5 would be that the adult could sing nursery rhymes with Mohammed to make him feel confident.
- 2 Another way to support this would be to use resources such as sheets of paper with words on so this will build his confidence to reach the milestones needed.

(Total for Question 15 = 4 marks)

No marks

In this response the learner has not achieved any marks. Examples provided are general and do not provide an appropriate form of adult support or activity or milestone.

1 teacher could help him with his speaking to get him more confidence.

2 His parents or carer could help him with his communication by taking to him to a soft play area.

## Question 16

This final question explored learners' understanding of fine and gross motor development skills for a child aged between one month and twelve months old. To achieve marks within the level three band learners needed to provide a range of examples of milestones with clear links to another area of development. Learners would need to identify positive and/or negative impact of the activities/resources provided and how it may impact on another area of development. For example, a response could provide for adults giving support to a child by placing objects just out of reach to encourage a baby to crawl, which would enable them to explore their environment, which links to cognitive development but also supporting them in developing friendships with other children. Without such opportunities, children may develop and find difficulty in forming meaningful attachments with others.

Whilst many learners were able to cite appropriate milestones falling within the 0 – 12 month age range, in some instances specific milestones and ages did not match e.g., child should be rolling over at one month.

Level 3 responses

Top of level three mark band

This response was awarded marks at the top of level three. There are good examples of appropriate milestones and the learner has expanded provided examples of ways adult can support skills. The response goes on to consider the impact on other areas of development.

At 6 months a child can reach for a toy and move from one hand to the other. The activity that can promote this is a rattle. This will strengthen the child's grasp by holding the rattle it develops their manipulative skills, reaching for it requires hand-eye coordination which is also promoted. This may have a positive impact on cognitive development as the child will be feeling a different texture of the rattle giving them a sensory experience - fine motor.

At 9 months a child can walk holding furniture which is gross motor. A baby walker will promote this as they can walk with support, walking is a locomotive movement which is promoted and the big muscles in the leg are also strengthened. This will also have a positive impact on their language and communication as the walker will make sounds and say phrases which the child may try to join in with. The colours on their will also promote cognitive development as they can be remembered.

A fine motor movement at 9 months is pointing with the index finger. The activity of pressing buttons can be given and the adult can encourage child to use their index finger. After they use their index finger, they can be given praise. Therefore this will have a positive impact on their emotional and social as they will feel happy with praise. The fine manipulative skills will be strengthened in index finger and it will strengthen the small muscles of the finger.

A gross motor movement at 3 months is lift up head and chest when on stomach and bring hands together over body. To promote this the resource of a play mat can be provided by the adult. The play mat will encourage the child to look up and reach out to grasp the toys above their head. This will strengthen their big muscles in their neck and arms which will help them roll or crawl after. This also has a positive impact on cognitive development as the toys will have different textures like rustling, soft, hard which will give the child a positive sensory experience.

(8 marks) mid-range

16 Mr Gupta is working in the baby room of Shirevale Nursery and is planning activities/resources to support the babies' **fine** and **gross motor** skills.

Assess the type of activities/resources adults can use to promote babies' **fine** and **gross motor** skills aged between the ages of **one month** and **12 months**. → colour.

Your response should include:

- appropriate resources/activities linked to **fine** and **gross motor** skills
- expected **gross** and **fine motor** milestones aged between **one month** and **12 months**
- judgements on negative/positive impacts for **one** other area of development. (9)

Adults can provide the babies toys that they can chew on and hold on to for example toy car keys for babies. by this would encourage the baby to hold onto the object more firmly so it doesn't drop. This would help with the fine motor skills as it <sup>is</sup> helping the ~~child~~ babies to hold on.

Another activity adults could do to help the babies gross motor skills is by helping them crawl or helping them stand up unsupported. This would mean that the child is able to walk up <sup>upstairs by 6</sup> unsupportedly and is able to crawl by 6 months.

You could also help the child use their pincer grip to hold a pencil or crayon so they can colour on paper or in a colouring book. They can also use the pen to help them write and introduce



writing to them.

Another activity you could do which involves both fine and gross motor skills is

Playing physical games, such as Simon Says or head, shoulders, ~~the~~ knees and toes. This would help their fine motor skills as they'll be pointing at objects or their own eyes, nose, etc. whereas for their gross motor, they'll be moving their arms to point at something and using their legs to move around in other more complex games like tag.

Another activity you could do is encourage ~~help~~ them to roll over. This would make them more physical as they'll be moving both arms and legs to roll over. This would also help them use their gross motor skills.

Another activity you could do is influence them to put ~~toys~~ SAFE TOYS in their mouth. This is called mouthing. It ~~helps~~ <sup>allows</sup> babies to use their fine motor skills to pick objects up <sup>so</sup> they can put it in their mouth. However you would need to make sure they don't put something dangerous in their mouth.

(Total for Question 16 = 9 marks)

TOTAL FOR PAPER = 50 MARKS

Another mid range level 3

Between the ages of one month to 12 months the children should be able to use their palmer grasp this is a fine motor skill. An appropriate resource to encourage this skill are baby play mats, which have toys dangling at the top, the baby would grab these using their palmer grasp. This new activity would positively affect the child's emotional development because they would enjoy and have fun while playing.

Reading with a baby would improve their fine motor skills because they would have to use their pincer grasp to turn the pages. Another area of development which would benefit through this activity is the child's communication and language. If you're reading to a child they will

be learning new words and therefore increasing their vocabulary. If it is a book with textured pages the children cognitive development would benefit because they're learning new concepts such as 'soft', 'rough'.

For the ~~the~~ 12 month old babies having a walker would be beneficial to their gross motor skills, they would have to move their legs in order to ~~be~~ move. A ~~see~~ gross motor skill expected of ages 1 month to 12 months would be to move around while holding onto furniture. A walker would support this because it would allow them practice walking. Another area of development that would be benefited is their cognitive skills, the child is able to move around more freely meaning they could explore their surroundings better and therefore improve their cognitive skills.

### Level three response

Bottom of level 3. The learner has provided some good examples of adults supporting children to explore their environment with use of play mats to support sensory development (crinkle) and encouraging the child to roll, have them mouthing, grasping, using palmer grasp and sitting unsupported. Each of the examples given have been expanded on and all are appropriate for the age range. The learner has considered the



impact on another area of development however this point hasn't been developed sufficiently to demonstrate appropriate milestones. To achieve higher marks, appropriate milestones should be provided.

At the age of ~~9~~<sup>9</sup> months children are expected to be able to <sup>move</sup> roll around. To help support this gross motor movement Mr Gupta should provide play mats. This would want the baby to explore the mat. The mat may have different things in each corner. for example it may crinkle each time the child rolls. The play mat may help develop the child's fine motor development. As it ~~may~~ the child would try and grab a dangling toy. The child would try and stretch to grab it using the palmar grasp. This would have a positive impact on a child's cognitive skill as it would explore the toy by mouthing.

At the age of 12 months a child is expected to be able to sit ~~un~~<sup>un</sup>supported. To help promote ~~the~~<sup>their</sup> gross motor skill. Mr Gupta may provide a sit up toy. This may be used until the child is able to sit unsupported. The child should still be provide with toys to help them develop their pincer ~~grasp~~ grip as they

would try to reach for <sup>the</sup> toys. This may have a negative impact on a child's emotional and social development as they may get social anxiety being left alone in a sit up chair. ~~may get separated~~

Level 2 response

Middle of level 2 response. Learner has identified several examples of fine and gross motor development and shown awareness of how adults can support a child in learning to walk and using different grasps. The learner goes on to demonstrate awareness of the impact of the resources on a child's health and safety which, although doesn't directly relate to another area of development, does provide their awareness of wider implications.

Mr Gupta could provide the babies with toys ~~app~~ that are appropriate for their age like a rattle so that the babies can begin to use a palmer and pincer grasp and this would help with their physical development. For the babies that are over the age of 9 months and can already ~~start~~ crawl, Mr Gupta could have furniture in the baby room for them to cruise on and slowly begin to learn how to walk. He could also provide them with walkers so that the babies can use them for support when learning how to walk.

For all the toys that Mr Gupta provides the to babies with, he needs to make sure they're clean so that no germs are spread ~~be~~ or because if they're not clean the babies

could get ill. He also needs to make sure that he doesn't give them any really small toys ~~or there is a risk of~~ because if he does, there will be a risk of a choking hazard.

This response was awarded a score at top of level 2. The learner has provided a good example of activity using Duplo bricks to promote use of pincer grasp which is appropriate for the age range. However, they have moved on to provide examples of milestones achieved at 15 months (crayons using palmer grasps). They have provided example of one other area of development which is appropriate. To move to level 3 this response would need to include appropriate example for the age range.

Mr Gupta needs to know what ~~Mr Gupta~~ <sup>what the</sup> children babies like to play with to help the increase their physical development.

Mr Gupta can provide ~~crayons~~ <sup>big Duplo</sup> bricks and leave it in reach for the baby to go and grab the toy. This promotes the baby's fine motor skill as it uses the pincer ~~grasp~~ to hold the toy. it also increases the Gross motor skill as the baby may crawl towards the duplo brick.

Mr Gupta can lay crayons on the table for the babies to play with. This promotes the baby's fine motor skill as he will use the palmer grasp to hold it. it would also promote gross motor skill as they have to reach for the crayons.

One thing Mr Gupta should know is that the child is still used to lone play which may affect the social and emotional development. This

is because at this certain age children are less likely to share with another baby.

Level 1

This response has been given a mark at the top of level 1 because the learner has identified a milestone of sitting unsupported and also recognised development of the pincer grasp and a child's ability to move around (crawl) to reach objects. However, there is no further expansion nor link to another area of development providing positive/negative impact.

Mr Gupta can provide the babies with small objects such as lego. This will provide support for both fine and motor skills. It will support the babies fine motor skills because they need to use the pincer grasp to hold the pieces and use their gross motor skills to move towards the pieces to reach for them.

At the age of 9 months a child is expected to sit up, unsupported. This means they are able to move around whilst sat in one spot, and not fall over.

This example falls at the bottom of level 1 as there are no examples of appropriate milestones nor is there any expansion showing the negative/positive impact on another area of development. Examples given are inconsistent with this age range, e.g. holding little balls using gross motor skills and playing catch.

the Shirevale Nursery should put some soft toys for example little balls that babies could hold so they would be using gross motor skills the teachers should separate the kids between their age group this would be helpful so they could learn what they need to do. the adults ~~shoud~~ should also help to improve fine motor skills of a 12 months ~~play~~ by throwing balls playing catching the balls so this would help with their fine motor skills. the kids children's should play together so they would be more confident and it would help with their communication and language development. because they would need to say things to each other. I think is a positive impact that the childrens play together because it would make them confident.

the childrens should play with ~~toy~~ toys because that would help with their gross motor because for example they would play with soft toys age of one month ~~that would be~~ they would get better in gross motor developments.

## Summary

Based on the performance of this paper, learners should:

- Ensure they read questions carefully to ensure they are identifying examples from the correct milestones
- Practice responding to questions that require them to 'explain' 'describe' or 'recommend' to ensure that they provide an appropriate milestone and a resource/activity or way an adult can support development
- When expanding on responses, ensure that when providing other examples of milestones or appropriate activities, such activities are appropriate for the age or age range in the question
- Refer to the specification when preparing for the examination to enable them to accurately recall appropriate milestones
- Refer to sample assessment materials
- Read the requirements of each question carefully and any guidance points to ensure they address each of the areas requested.



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