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**Examiners Report:  
March 2018**

**BTEC Level 2 Technical Diploma in  
Children's Play, Learning and  
Development**

**21221K – Unit 2: Child Development from  
Birth up to Five Years**

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# Grade Boundaries

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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 pass, merit and distinction.

## 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.

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## Unit 2: Child Development from Birth up to Five Years

|               | Level 2      |      |       |             |
|---------------|--------------|------|-------|-------------|
| Grade         | Unclassified | Pass | Merit | Distinction |
| Boundary Mark | 0            | 24   | 33    | 43          |

# Introduction

This was the first series of the new specification, and as such, the first time that this unit has been externally assessed.

The assessment followed the format identified in the sample assessment materials. The paper was split into four sub tasks. Each sub task required learners to demonstrate knowledge and understanding of a range of specification topics and apply this knowledge to the scenario.

Each of the sub tasks were marked using a 'levels based' approach to assessment where each response is marked holistically rather than the specific number of facts stated from the indicative content, although this obviously had a bearing on the quality of the response. More details can be found below in the individual sub task section of the report.

# Overall performance of the unit

This report has been written to help you understand how learners have performed overall in the assessment. For each sub task there is a brief analysis of learner responses. You will find examples of learner responses for each sub task that have been both well answered and that need further development to achieve higher marks. We hope this will help you to prepare your learners for future examination series.

Learner performance varied throughout the paper. The assessment process is challenging due to the depth and breadth of knowledge required to fully address the demands of the paper. Tasks 1a and 1b required learners to extract information from the child profile and from the information booklet provided. Stronger learners were able to demonstrate knowledge and understanding through the application of the information they extracted from sub task discussed below.

For task 2 and task 3 learners who were able to address the knowledge and application aspects of the questions were able to access marks in the higher mark bands, although in this series few learners achieved this. This was largely due to the learners not relating or applying the information to the sub tasks in a relevant way.

# Individual sub tasks

The following section considers each sub task on the paper, providing examples of common learner responses and a brief commentary of why the responses gained the marks they did. This section should be considered with the live external assessment and corresponding mark scheme.

## **Task 1**

Most learners were able to identify some or all of the expected milestones for a child of the correct age. Learners were able to link this to the skills of the child. Learners accessing marks in the mid and lower range were not always able to draw accurate conclusions relating the skills to the expectation at this age, which placed them in mark band 1 or 2 for this sub task.

Learners achieving marks in band 3 were able to identify all the expected milestones for a child of the correct age. They were able to link this to the child and draw accurate conclusions of the stage of the child in relation to the milestones expected.

Learner response A achieved 6 marks because they were able to demonstrate the characteristics outlined in mark band 3 of the level based mark scheme. Within their work, this learner accurately identified 5 relevant social and emotional milestones expected of a child of 4 years and 4 months. The learner went on to link these to all the relevant skills of the child based on the information provided in the case study. This learner also was able to correctly conclude that the target child's social and emotional development was behind expected norms for her age.

## Learner response A:

4y 4m

Complete your work in the space provided **below**.

You are an early years assistant working in Pudding Bag Day Nursery. You have been asked by the manager to work with Mariella's key person to support Mariella's progress.

### Activity 1a

The key person has asked for your help in comparing Mariella's **emotional and social development** against the expected milestones for her age.

Use the development chart and Mariella's key person assessment to complete this activity.

Your assessment should:

- identify the emotional and social milestones for a child aged four years and four months
- identify Mariella's current stage of emotional and social development
- conclude whether Mariella's emotional and social developmental progress meets expected norms.

A child aged four years and four months should be able to work out what other people may be thinking, which and able to understand rules, and develop close friendships. The child's behaviour mostly should be cooperative and separate easily from parents. can be

A child Aged four years and four month should also be able to talk about what has happened and what might happen, and use language to answer back, and enjoy jokes. M

emotional and social development include: Mariella <sup>is 44 months and can</sup> playing along side children but does not take part in cooperative play. Mariella enjoys being with other children, ~~she~~ she comforts other children if they are upset. Mariella has not made any particular close friends. Mariella needs adult encouragement to take part in group activities, she will take turns and share with adult support. She likes her key person to be nearby.

Mariella's emotional and social development is not lower than it should be as Mariella has not made any close friends, which a four year old should be able to do, also Mariella ~~can~~ needs adult support to take part in group activities, which will not help her



## Task 2

Most learners were able to identify some or all of the expected milestones for a child of the correct age. Learners were able to link this to the skills of the child. Learners accessing marks in the mid and lower range were not always able to draw accurate conclusions relating the skills to the expectation at this age, which placed them in mark band 1 or 2 for this sub task.

Learners achieving marks in band 3 were able to identify all the expected milestones for a child of the correct age. They were able to link this to the child and draw accurate conclusions of the stage of the child in relation to the milestones expected.

Learner response B achieved 6 marks because they were able to demonstrate the characteristics outlined in mark band 3 of the level based mark scheme. Within their work, this learner has identified all the correct cognitive milestones expected of a child aged 4 years and 4 months as presented in the information booklet. They have then linked these accurately to the cognitive skills presented in the case study. This learner has stated that the child is meeting all milestones expected, but has also accurately concluded that in one area, counting, the child is ahead of expectations. This additional comment has allowed the learner work to achieve a mark at the top of the mark band for this question.

Learner response B:

The cognitive milestones for a child aged four years and four months are; can form letters, write own name, colour in pictures, starting to use a knife and fork, thread small beads, can count accurately up to 10, add two sets of objects together, match equal sets, understand the need for rules, name the time of day associated with activities, give reasons to solve problems.

Mariella's current stage of cognitive development is; she is good at matching games, she can write her name, she enjoys number activities, can count up to 12 and add two sets of objects together, she enjoys drawing and colouring in pictures.



In conclusion Mariella's cognitive developmental progress meets expected norms because she is able to count up to 12 when the expected milestone for her age is to be able to count accurately up to 10 so she is doing better than ~~that~~ expected. She is also able to write her own name which meets the milestone. She is able to recognise and match equal sets, add two sets of objects together which also meets the milestone. She isn't yet able to thread small beads, give reasons to solve problems or understand the need for rules but she is able to do a lot of the expected milestones for her age so she is on track.

(Total for Activity 1b = 6 marks)

6

7



Turn over ►

### Task 3

This sub task required learners to use information booklet and the case study to inform their answer. Many learners struggled to address the concept of 'impact' which led to learners repeating information that they had given for tasks 1 and 2 (learners identified the skills and abilities of the child in the case study). Learners did not demonstrate their understanding of the idea of impact, and were not able to demonstrate how the child might be affected by the changes in their family circumstances. This placed many learners in mark bands 1 and 2 for this question,

Marks for this sub task were also lost when learners did not address the impact of **both** areas of development. Most learners addressed the impact of social and emotional development, and were able to identify more than one factor, but did not consider cognitive development in much or any detail. This held the mark for majority of answers in mark band 2 and sometimes mark band 1, where no reference at all was made, or inferred, in relation to cognitive development.

Higher marks for this task were awarded when learners clearly addressed the impact of **both** areas of development. Most addressed the impact on social and emotional development in more detail than cognitive development, but strong learners addressed both areas well and were able to identify several factors. Few learners achieved marks in mark bands 3 and 4, but of those who did, rationales showed a sound understanding of the information used.

Learner response C achieved 11 marks because they were able to demonstrate the characteristics outlined in mark band 3 of the level based mark scheme. Within their work, this learner was able to identify several factors that could affect the child's development and provide an explanation of the possible impact of these on both cognitive and social and emotional development. The learner has placed greater emphasis on the impact of the factors on the child's social and emotional development so the work is not balanced in respect of both areas of development. However, the descriptions and explanations are sound and lead to relevant conclusions being drawn.

## Learner response C:

Complete your work in the space provided **below**.

### Activity 2

The key person has asked you to investigate the different factors that may impact on Mariella's **cognitive, emotional and social development** positively and/or negatively.

Your investigation should:

- identify factors from the key person's assessment
- explain how these factors may affect Mariella's cognitive, emotional and social development.

(14)

Mariella's home environment is filled with both positives and negatives. First, firstly she just lives with her mother. This may affect her social and emotional development because she doesn't have any siblings so might get bored and feel lonely. This might be why it affects her confidence with meeting new friends, ~~she~~ However it's a positive because she can communicate with her mum as she sees her often so they must have a close relationship. Another negative is that Mariella lived in a small house and moved into an even smaller flat. She may find this hard because a lot of others will be living in that block and her confidence is low. However it might be good for her social development by meeting new people. It could also be seen as a negative because

she might not have enough or much space to be able to play and might effect her social develop because she might not be allowed to have friends around to play. ~~are~~ ~~though~~ In her flat she has a garden that is shared with other flats in the block which ~~is~~ she may find upsetting and urating because she had a garden to herself and now other memeb~~er~~s she shares with which will effect emotional development as may lead her to be distressed. But it may improve her social skills by talking to new people which could link to her cognitive development by learning new vocab and developing her language, enjoy jokes and stories. But could effect her play outside and her knowledge of ~~is~~ things such as animals, landscape, games you play outside she might not understand because she might not of seen or heard of before.

Mariella doesnt really have a father figure in her life because ~~marino~~ this might make her sad and effect her emotional development because she might miss him and also when she sees

other children with their fathers might make her upset, it may also have an impact on social development because she might not have a strong bond with her father and might find it hard to communicate. However it's good because Mariela does get to see him every other weekend which is good for her understanding of families and is good, also good because although she might be sad when she can't see him but when she can it'll make her feel excited and happy which is good for emotional development because she's understanding different feelings. It's a good way for her to be in a different environment and be able to talk and learn different things. A good positive is that she visits her grandparents every weekend this is great for her social development because she's able to speak with them and communicate with learning new phrases, it'll also make her bond with them really good so she's got a close relationship with them and feels happy being there. It might

DO NOT WRITE IN THIS AREA

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being separated from her.

Just also effect her emotional development because her parents have only recently divorced and Mariella would be used to seeing him all the time and it may have a big impact on her because she can't see him or play with him very much and also her mother might be emotionally upset because of the split so might impact Mariella mentally too if her mum is upset alot. she's wont be used to the environment which will make her sad.

1-10 as assistant

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#### Task 4

Learners presenting work at the pass boundary were able to provide basic responses for sections i to xi. Their responses to section xii onwards was not complete or the work was unsuitable to meet the requirements of the sub task. This sub task was poorly completed by a large number of learners.

Learners did not use the structured answer format to good effect. Many ticked every box when identifying which skill was being developed. Weaker learners were not able to complete the section "identify and state an appropriate time scale for the activity", and made responses such as "endless" or "all morning". Many learners failed to choose an activity that would develop social and emotional skills. Weak learners stated in their response "this will develop fine motor skills," or "reading ability", when the sub task clearly asked for an activity that was designed to develop children's social and emotional skills.

Higher achieving learners used the structured answer format to good effect. They were able to identify which skills the activity was designed to develop. They were able to identify and state an appropriate time scale, suitable for the age of the child. Learners chose an activity that would develop social and emotional skills and stated how the activity would do this in their responses.

For the two sections, section 1 (planning) was not well completed overall, with some poor responses seen from learners. Suggestions of activities was very vague *"children will collect objects from around the room" or "children will collect objects from outside."* In these responses it was not made clear how this would help with social and emotional development.

Section 2 (justifications) was slightly better attempted. This section concerned the evaluation of the activity and the roles of the Early Years Assistant. Better performing learners were able to provide full responses for section 2. They were able to show how and why the activity meets the child's needs and identify and explain the possible limitations to its success. The suggestions for the extension of the activity identified the child's abilities, the next steps and how the activity could be developed to accommodate this. Limitations for the activity were not always well thought out, with many learners stating "the child might be off that day" as a reason for it's lack of success.

Learner response D achieved 21 marks because they were able to demonstrate the characteristics outlined in mark band 3 (Planning – 7 marks) and mark band 4 (Justification – 14 marks) of the level based mark scheme. Within their planning, this learner has produced a plan that shows a clear description of an appropriate activity that is designed to develop the social and emotional skills of the child. There is a good description of what the Early Years worker should expect to happen during the

activity, and a description of their role. Health and Safety is fully addressed, as are the resources needed. An appropriate duration is given. In the justifications section, all suggestions are realistic. This learner has linked the activity to the expected milestones for this age group and has gone on to link these to the target child and to say how this activity meets the child's current needs. The possible limitations are well thought out and presented and the suggestions for extending the activity are realistic and relevant. Some areas could have been further developed to achieve the higher end of mark band 4 for this section.

## Learner response D:

### Activity 3

Mariella's key person has asked you to plan an activity to promote Mariella's **emotional and social development**.

To do this you should:

- select a milestone to target, which Mariella can achieve in the next three months
- use the template provided.

(24)

|     |  |  |
|-----|--|--|
| i   | Title of activity  | Identifying the facial expressions, making faces.  |
| ii  | Targeted milestone   | <del>Engaging</del> Being able to share.<br>Engaging in a group activity.<br>knowing how others feel   |
| iii | Type of activity<br>(This could cover more than one type.) | <div>Tick all that apply</div> <div> <div>Creative <input checked="" type="checkbox"/></div> <div>Construction <input checked="" type="checkbox"/></div> <div>Imaginative <input checked="" type="checkbox"/></div> <div>Sensory <input checked="" type="checkbox"/></div> <div>Physical <input type="checkbox"/></div> </div> |

|    |                               |  |
|----|-------------------------------|--|
| iv | Description of activity       | <p>The children will have a range of different materials and will be given the shape of a head cut of card.</p> <p>The children will then work together in a group (cooperative play) to share materials and develop a face with either a happy or sad face.</p> <p>The children will interact with each other saying why their face is either happy or sad. Once the children have made their faces they will be put on the wall so the children can see them and know their work is noticed and they are accepted within the setting. This activity promotes creative play, fine motor play, sensory and construction.</p> |
| v  | Length of activity (duration) | 20 mins - 30 mins.   |

|     |  |   |
|-----|--|---|
| vi  | Role of early years assistant            | <p>The teacher will be an enabler and structure the play so the children have a fun engaging activity to develop from. The teacher will set up the activity by preparing all materials and arranging the group of children. The teacher will also ask the children questions about their face eg "Why is your face happy." This extends the child's thinking and imagination and encourages them to interact with each other.</p> |
| vii | Health and safety issues to be addressed | <p>Make sure there are no scissors around the activity so the children can't cut themselves.</p> <p>Ensure no materials have sharp edges so the children aren't at risk of a cut.</p> <p>Always make sure there's an adult present in case a child was to injure themselves or consume a piece of equipment.</p> <p>Apply rules so the children learn the importance eg.</p>  |

- Card.
- Uncluttered table with lots of space.
- Aprons so the children don't get glue on their ~~nearest~~ clothes.
- Googly eyes.
- Feathers.
- String.
- Colour paper.
- Tissue paper.
- Glue.
- Pipe cleaners.
- Lollipop sticks.
- Felt.
- Straws.
- Play dough.
- Plain wall for it to be displayed.
- Colouring pens.

ix

How activity resources help the child to meet the planned milestone

The materials to create the faces promotes the child's understanding of emotions as they explain why their face is happy or sad, it helps to develop sympathy and understanding.

The group of children help Mariella develop social skills by interacting with the children and learning to share.

The resources promote Mariella's sharing skills and help her develop friendships.

x

How the activity meets the child's individual needs

Mariella needs to learn to interact with other children and share materials. This activity enables her to interact with children in cooperative play and make friendships.

Emotionally Mariella needs to feel more independent without ~~an adult~~ <sup>her key person</sup> being near at all times, so to encourage her to take part in the group activity promotes this.

|     |  |   |
|-----|--|---|
| xi  | What could limit the success of the activity                     | <p>If Mariella was to not want to take part in the activity because this way she would not be settled and calm and therefore wouldn't be in her best form for learning.</p> <p>If Mariella was to snatch materials and not be willing to share goes unnoticed it could be hard for her to learn from this activity.</p> |
| xii | How this activity could be extended in the future for this child | <p>Mariella could work with a smaller group and work together to make just one face, this would help Mariella to make close friendships, it would also enable her to learn to share and understand other children's emotions. If Mariella was to make her own face and discuss her feelings.</p>                        |

(Total for Activity 3 = 24 marks)

TOTAL FOR TASK = 50 MARKS

21



# Summary

Based on their performance in this assessment, learners should be encouraged to read the sub task and use key points including the type of skill to be developed, accurate references to expected norms and the skills and abilities of the child to inform their responses. Learners should use this information to draw accurate conclusions about the child's current abilities and be able to identify areas for development, as this is an area where higher marks can be awarded.

Where information is provided within a case study scenario, learners should make reference to this in their response. For example, including references to home situations in their responses if this information is included in the introductory scenario. Marks are lost when key areas included in the scenario are not addressed in the response.

Sensible, appropriate and workable activities for an Early Years Assistant to undertake in an early years setting are most effective in enabling learners to show their understanding and to describe and explain, where necessary, the skills and knowledge required to work in the sector. If a learner is unsure about how to develop a point through explanation, for example in the skills used by the Early Years Assistant, then it is still advisable to include this as a bullet point as this information will still be credited. It is important to note however, that all marks for the section cannot be not accessed using this approach.

Where a structured format is presented, all areas need to be completed with relevant information that is clearly related to the stimulus material and to the role of the Early Years Assistant. Short and accurate bullet points gain marks in fundamental areas of planning and allow for the time available in the assessment period to be used to develop responses, as indicated by the space provided.

Learners should be encouraged to use the number of marks available and the space provided as a guide to the amount of content and the depth of responses required. Shorter questions requiring identifying and recalling information are usually presented earlier in the assessment. These can be answered with the information provided as long as accurate conclusions are drawn. Longer questions required fuller responses and learners need to *apply* the information in the supplementary material to inform their responses.

It is strongly advised that learners attempt all questions and utilise the information provided as a basis for their work. Key information is provided for the assessment and learners should be encouraged to address all questions to the best of their ability, using the information provided to underpin their responses.