

Lead Examiner Report 1903

March 2019

**L2 Children's Play, Learning and
Development (Early Years Assistant)**

Unit 2: Child Development from Birth up to Five Years

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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:

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Unit 2: Child Development from Birth up to Five Years

Grade	Unclassified	Level 2		
		Pass	Merit	Distinction
Boundary Mark	0	24	32	41

Introduction

The assessment for this unit follows the format identified in the sample assessment materials. The paper is divided into four activities. Each activity requires learners to demonstrate knowledge and understanding of a range of specification topics and apply this knowledge to the Key Person Assessment.

Each of the activities 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. Examples of how the questions were assessed across each mark band can be found below in the individual activity section of the report.

Overall Performance of the Unit

Learner performance varied throughout the paper. Overall, activities 1a and 1b were answered well with most learners being able to use the development chart and Lucy's key person assessment to complete the activities. A full range of marks were awarded for activities 1a and 1b.

Learners continue to find activity 2 challenging and although . they were able to identify relevant factors from the Key Person assessment, they were often unable to link the identified factors to both Lucy's physical and language development. This often left the response unbalanced and prevented learners from accessing the higher mark bands

Activity 3 saw the widest range of marks being awarded with some learners achieving top marks for this activity. Several learners were able to complete detailed and accurate activity plans which enabled them to access higher mark bands.. At the same time, there were learners who were unable to complete the planning template, and this prevented them from accessing the higher mark bands for this activity.

Individual Activities

The following section considers each activity 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.

Activity 1a – Lead Examiner introduction

The learners who did not achieve well in this question seemed to have difficulty identifying age appropriate physical development milestones, often including milestones from other areas of development. If the learner did identify age appropriate physical development milestones there were often gaps within these milestones. Learners often did not make comparisons between Lucy's stage of physical development and expected milestones. Learners did not draw conclusions as to whether Lucy's physical development met expected norms and for some if they did, they drew inaccurate conclusions.

The learners that achieved well in this question were able to use the development chart and Lucy's key person assessment to identify Lucy's current stage of physical development and draw conclusions on Lucy's actual stage of physical development which was fully supported by comparisons.

Activity 1a

The key person has asked for your help in comparing Lucy's **physical development** against the expected milestones for her age.

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

Your assessment should:

- identify the physical milestones for a child aged two years and six months
- identify Lucy's current stage of physical development
- conclude whether Lucy's physical development meets expected norms.

(Total for Activity 1a = 6 marks)

Example 1

This learner has identified physical development milestones and some have been linked to the key person assessment, however not all milestones have been identified and linked to Lucy's current stage of development.

The response does not show a comparison of expected milestones with the actual stage of development and therefore lacks a conclusion.

Response falls into Mark Band 2 and has been awarded 3 marks.

At two years Lucy should be able to run around and at two and a half years Lucy should be able to kick a large ball and jump with two feet together. Lucy is able to run around but sometimes pauses over, Lucy is unable to kick a large ball but she can jump with two feet together. This shows Lucy is possibly a little below her expected milestones. At two and a half years Lucy should be able to start developing tripod grip, Lucy has started to develop tripod grip at two years and six months. At two years Lucy should be able to draw dots and circles. Lucy is able and enjoys making shapes in play dough. ~~Lucy she~~ At two and a

half Lucy should be able to show hand preference. Lucy has started to show left-hand preference. Doing regular activities will help her Lucy's physical development.

Example 2

The learner has identified all milestones with relevance to area of physical development. A brief conclusion has been added which is supported by limited comparisons of expected milestones.

Response falls into Mark Band 2 and has been awarded 4 marks.

The Physical milestones for a child aged 2 years and 6 months is that they can kick a large ball, can jump with two feet together from a low step. A child who is aged 2 years and 6 months should also start to show a hand preference, ~~can~~ and can pull down items of clothing, and also start to develop tripod grip.

Lucy's current stage of Physical development is that she can run, but occasionally falls over. She is beginning to show a left hand Preference. She has started developing a tripod grip. She can jump with two feet together. She is unable to kick a large ball.

To conclude Lucy's current stage of Physical development is behind because she can't kick a ball. And when she runs she occasionally falls over.

Example 3

All milestones relevant to the area of physical development have been identified.
Current stages of physical development have been identified.

The conclusion is supported by comparisons, but not fully enough for fine motor skills to achieve full marks.

Response falls into Mark Band 3 and has been awarded 5 marks.

The physical milestones for a child aged two years and 6 months should be able to run, climb onto furniture, use sit-and-ride toys, push and pull wheeled toys. Also they are able kick a large ball, can jump with two feet together from a low step, can draw dots and circles, put on shoes and fasten with Velcro but not buckles and laces, picking up small objects using pincer grasp, build a tower of six or more bricks and drink from a cup. They should be able to use a spoon to feed themselves, call pull down items of clothing, start to develop tripod grip and start to ~~have~~ have a hand preference.

Lucy's current stage of physical development is that she can run, but occasionally falls over, she enjoys making shapes with playdough

so she's using her fine motor skills while playing with the dough, she is beginning to show a left hand preference and she can jump with two feet together. She ~~can~~^{is} also developing her tripod grip and she isn't able to kick a large ball.

In conclusion, Lucy's physical development is atypical it means that she is lacking parts of her development. For example, ~~she~~ at the age of two years and six months she should be able to kick a large ball but she has difficulties of being able to kick the ball. Another example, is that Lucy is able to run but she hasn't fully developed her gross motor skills because she occasionally falls over while running.

Example 4

The learner has correctly identified all the gross motor and fine motor milestones for a child of two and a half years. The learner has then linked the milestones to Lucy's current stage of development accurately.

The learner has drawn accurate conclusions identifying where Lucy is meeting expecting norms and how this is fully supported by comparisons of expected milestones.

Response falls into Mark Band 3 criteria and has been awarded 6 marks.

Physical development is based on a Child's gross motor skills which are the large muscle movements and a Child's fine motor skills which are the small muscle movements. For a Child aged two years and six months, their gross motor skills include: ~~Running, climbing, jumping, hopping, standing on one foot, balancing, pushing and pulling, wheeling, kicking, and some more~~ Kicking a large ball, can jump with two feet together from a low step, and they can also walk up stairs using alternative feet. For a Child aged ~~2~~ two years and six months, their fine motor skills include: starting to show hand preferences, can pull down items of clothing as well as start to use tripod grip. Tripod grip is where a child uses their thumb, index and middle finger to pick up objects such as Crayons.

Lucy's current stage of development in some bits meet where her development should be and in some places it is not where it

Should be for her age. For her gross motor ~~skills~~ skills, Lucy is able to run and she can jump with two feet together. However, when she runs she occasionally falls over and she is unable to kick a large ball. As for her fine motor skills, she is starting to show a left hand preference and is also starting to develop a tripod grip.

In conclusion, some of her physical development matches where she should be in that area of development. However, in some parts of her physical development she is not meeting the milestones for her age. Her gross development needs more improvement than her fine motor skills. This is because she should be running without falling over occasionally and she should be able to kick a large ball. As for her fine motor skills, she is where she needs to be as she is able to start to use tripod grip and is starting to use a preferred hand. However there is no comment on whether she is able to pull down items of clothing. Overall her ^{physical} ~~physical~~ development is up to majority of the norms for her age and she has room for improvement with the support of her key worker.

Activity 1b - Lead Examiner introduction

The learners who did not achieve well in this question seemed to have difficulty identifying age appropriate language development milestones, often including milestones from other areas of development. At times the learner did identify the milestones but not all of them.

Learners often did not make comparisons between Lucy's stage of language development and expected milestones. Learners did not draw conclusions as to whether Lucy's language development met expected norms and for some if they did, they were inaccurate.

Activity 1b

The key person has asked for your help in comparing Lucy's **language development** against the expected milestones for her age.

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

Your assessment should:

- identify the language milestones for a child aged two years and six months
- identify Lucy's current stage of language development
- conclude whether Lucy's language development meets expected norms.

(Total for Activity 1b = 6 marks)

Example 1

The learner has identified all relevant milestones. They have identified current stages of development relevant to milestones.

The learner has made some conclusions and comparisons although these are not fully developed.

Response falls into Mark Band 3 and has been awarded 5 marks.

At two years and six months, a child should know around 200 words, start to use simple sentences, ask questions, use personal pronouns, plurals and negatives. Lucy, at this age; can speak simple sentences, asks questions about everything, can say 250 words and speaks clearly to adults. Regarding the expected norms in language development, Lucy is hitting all the right milestones. She's even slightly ahead due to knowing an extra 50 words and being able to speak clearly to adults. In

conclusion, I think Lucy is excelling in her language development. This could be due to having older siblings that she could have picked up a broader vocab from. Lucy is also constantly around adults. Her father only works mornings, her mother sometimes works from home and her grandmother lives with them. This is beneficial because it means she gets support from both parents and her grandmother which is needed even more in a household of three children.

Example 2

The learner has correctly identified the milestones relevant to language development. The learner then goes on to include other areas of development for which no marks can be credited.

The learner has identified Lucy's current stage of language development. However, the learner's response shows only a brief comparison of expected milestones and the conclusion drawn is inaccurate.

Response falls into Mark Band 4 and has been awarded 3 marks

The language milestones for a child aged two years and six months is that they ~~should know 50-100 words, able to join words, enjoy looking at books.~~ They should ~~also~~ know around ²⁰⁰ ~~200~~ words. Start to use simple sentences, ask questions and use Personal Pronouns and also plurals and negatives. They should also play alongside other children and engage in evader play, they are very dependent on adults and jealous of other children gaining attention. respond well to adult attention and praise, and have tantrums when frustrated.

Lucy's current stage of language development is that she can speak in simple sentences. She loves to ask questions about everything

She can understand simple instructions such as "Sit down". She can say ~~250-260~~ words. She also speaks clearly to adults.

To conclude Lucy's language development is normal because she is doing everything a child aged 2 years and 6 months should be doing.

Example 3

The learner has correctly identified the milestones relevant to language development. The learner identified Lucy's current stage of language development compared to milestones.

There are some comparisons of expected milestones although the conclusion drawn is brief.

Response falls into Mark Band 2 has been awarded 4 marks

A two and a half years
a child should know
around 200 words and
start to use simple
sentences. A child should
also be to ask questions
when needed using
personal pronouns, plurals
and negatives.

Lucy currently speaks
or says about 250 words,
she speaks in simple
sentences however they
are very clear. Lucy also
loves asking questions
about everything.

Lucy is reaching All of her Language development milestone and can say more words then her Expecting age. This leaves us to think Lucy is gifted and talented.

Example 4

This is a very focused response. The learner identified all relevant milestones and compares them to Lucy's current stages of development. Conclusions are accurate for each identified milestone.

Response falls into Mark Band 3 and has been awarded 6 marks.

In Lucy's Key person assessment they say Lucy can say 250 words. At the age of 2 a child should know 50-199^{words}. At 2½ they should know around 200 words. Lucy at the age of 2½ knowing 250 words shows Lucy is above her age related requirement, therefore she is high in her language development as she knows more than required.

At 2½ years a child should start to use simple sentences. In Lucy's Key person assessment they say Lucy speaks in simple sentences. Therefore Lucy is meeting her age related requirements as she can use simple sentences. This means Lucy is on the right track for her language development.

Lucy at the age of 2½ years loves to ask questions which we can see this is her key person assessment. At the age of 2½ years a child should be able to ask questions. This shows Lucy is meeting her age related requirements and is at the right level of her language development.

Lucy's key person assessment tells us Lucy speaks clearly to adults. At the age of 2½ a child should be able to respond well to an adult. Therefore Lucy is meeting her age related requirements and is on track with her language development.

Activity 2 - Lead Examiner introduction

Some learners continue to find this activity difficult to respond to. Most learners were able to identify the relevant factors from the Key Person assessment that impacted on either physical or language development. However, learners were often unable to link the identified factors to both Lucy's physical and language development leaving the response unbalanced.

Learners were not able to achieve Mark Band 3 if their response had a greater emphasis given to one area of development limiting many learners to a maximum of 7 marks for this question. The understanding of the impact the factors had on either physical or language development varied between learners often having lapses in their reasoning and for others the work was superficial.

Some learners were clearly able to identify relevant factors from the Key Person assessment for both physical and language development that could impact Lucy's development. They were able to show reasons how these factors could affect Lucy's development.

Some very good responses were seen that were fully balanced containing detailed lines of reasoning and demonstrating an in-depth understanding of the factors and were therefore able to move into Mark Band 4. Several good responses, however, were limited to top of Mark Band 3 and 11 marks because the response had a slight emphasis on one area of development, usually physical development.

Learners who performed well in this activity clearly identified all the factors from the key person assessment at the start of their response, they then went on to discuss each factor and its impact in turn. This ensured that the learner included all the identified relevant factors on Lucy's development and enabled the learner to produce a balanced response.

Activity 2

The key person has asked you to investigate the different factors that may impact on Lucy's **physical and language development** positively and/or negatively.

Your investigation should:

- identify factors from the key person assessment
- explain how these factors may affect Lucy's physical and language development.

(Total for Activity 2 = 14 marks)

Example 1

The learner has included the current stages of development rather than the factors that could impact development. Some physical factors have been identified but with no real reasoning as to how they impact Lucy's development. Although language development is mentioned only the current stages have been identified.

Response falls into Mark Band 1 and has been awarded 3 marks.

Physically Lucy can run but. She occasionally falls over this impacts her negatively as this is making her behind in her age group for Physical development. She is beginning to show left hand Preference which is positive because her age group should be doing this. She has also started to develop tripod grip which is positive as it is bringing her forward for her Physical development. She can jump with two feet together which is also positive as children her age should be doing this. But she is unable to kick a ball which impacts negatively as children her age can kick a ball. ~~they and her family live in a large house that they share with the children's grandmother~~ There is a ~~slide~~ large garden with a swing and a slide this impacts on

Lucy's Physical development ~~was~~
Positively as she has a lot of room
to physically play. Lucy and her ^{siblings} ~~parents~~
go to weekly swimming lessons to the
local ~~tes~~ leisure centre which impact
positively as swimming is physical.
Lucy helps her father weed the garden
so she is physically using her hands
and arms which is positive.

Lucy's language development is impacted
positively, because she is doing everything
a child her age should be doing. Such
as speaking in simple sentences and
she loves to ask questions about every-
thing. She can also understand simple
instructions such as "sit down". She can
also say 250 words and speaks
clearly to adults. All Lucy's language
development is impacted positively.

Example 2

This response relates to both areas of development but with more emphasis on physical development. Relevant factors have been identified but there are lapses.

Some reasoning has been included but this is brief and only shows a basic understanding of the impact of the factors.

Response falls into Mark Band 2 and has been awarded 7 marks.

The factors of Lucy's physical development are positive because Lucy lives in large house that they share with ~~other~~ with her mother, father, sister and brother. Also living with their grandmother. Her ~~house~~ house is big so there is plenty of space for Lucy to walk around ~~with~~ and run around so she can improve her gross motor skills. They also have a garden that has a swing and a slide so ~~the~~ Lucy and her siblings can ~~play~~ play with. This will also improve her physical development ~~because~~ because she can play outside.

Another positive factor is that Lucy and her siblings go to weekly swimming lessons at the local leisure centre this will improve Lucy's physical development and also able to learn to swim at the pool.

The factors of Lucy's language development is positive because Lucy has lots of family members living at her house and she is able to talk and bond with them. Lucy's mum sometimes spends time away from the family on business trips so Lucy may not see her mum a lot but has other people around to be with. Lucy loves to ask questions about everything so maybe that Lucy asks questions to her family a lot so this will improve her language development.

~~There is a negative factor on Lucy's language development because Lucy has a visual impairment that was identified when she was around six months old. She gets checked up with a specialist team at the hospital and she wears glasses everyday.~~

When Lucy's parents aren't there Lucy may spend time and talk to her grandmother because ~~that~~ her parents work and her grandmother may stay ~~at~~ at home looking after the children whilst the parents are working.

Example 3

This response relates to both areas of development with slightly more emphasis on physical development than language development. Relevant factors have been identified from the Key Person Assessment.

Reasoning has been included and shows an understanding of the impact of the factors.

Response falls into Mark Band 3 and has been awarded 11 marks.

Factors that may impact on Lucy's physical and language development positively and negatively. Lucy's home environment is better for her physical development because she has a large garden, a swing and a slide this suggests that she is getting enough exercise to help her to grow. Also this helps her language development because she has two older siblings that she can ~~socialise with~~ ^{engage with} ~~talk to~~. This helps Lucy ~~to engage with other people~~. Lucy helps her grandmother ~~help her~~ with baking cakes this helps Lucy's physical and language development because she is able to help her grandmother to mix the ingredients together this is ~~also suggested~~ ^{can help her with her} fine motor skills. Her Grandmother is able to ask her

questions which helps Lucy's language development grow.

Factors that ~~could~~ ^{may not} help Lucy's physical and language development is that her mother sometimes works away from the family on business trips. This ~~is~~ ^{because} affects Lucy's language development ~~as~~ She is unable to connect with her mother. ~~Lucy's older brother and~~ Lucy's older ~~brother~~ siblings could give a bad example and may cause tantrums.

Lucy sometimes helps her father to weed the garden this helps her physical and language development because she is able to connect with her father and to talk to him.

But Lucy's father may play a game with her whilst weeding the garden, this helps Lucy's physical development and gross motor skills.

Lucy has a visual impairment which has affected her since she was around six months old this may affect her physical development as she may not be able to do more than the other children of her age. She has regular check ups with the specialist team at the hospital to ensure that she is able to see clearly by giving her glasses.

Example 4

This is a detailed and well written balanced response. Physical and language development are discussed throughout, and all factors included in the key persons assessment has been discussed demonstrating an in-depth understanding of the factors.

Response falls into Mark Band 4 and has been awarded the full 14 marks

(14)

There are a number of different factors that could have an impact on Lucy's physical and language development. These factors may influence her development both positively and negatively. For example,

Some factors that may have a negative influence on Lucy's development ^{could} ~~would~~ be the individual factors. For example, Lucy has a visual impairment that was identified

when she was around six months old. This sensory disability would affect Lucy in a negative way as she has check-ups with a specialist team at the hospital. Consequently, this may interfere with the ^{amount} ~~quantity~~ of time she is able to attend the nursery, meaning the quality of the play and activities she ~~does~~ is able to do may not be enough for her to develop at the expected milestones. By looking at the key person assessment, Lucy is behind in her physical development. This may be due to her sensory disability as having a visual impairment may mean ~~it~~ that Lucy finds it harder than other children to coordinate, like kicking a ball, which she is unable to do, which could be because of her sight.

Other factors, such as environmental factors could also have an impact on Lucy's physical and language development. For instance, Lucy's family live in a large house. This could provide Lucy with lots of room to run around and play, impacting her physical development in a positive way. The family

Share the house with the children's grandmother. By having an extra adult in the house, it may have a positive impact on Lucy as there are more people to help out and engage in effective activities that influence her development positively. This is also ~~seen~~ apparent in the way Lucy's grandmother involves Lucy in activities such as baking cakes. By helping to bake, Lucy is being provided with a language rich environment. Communicating with her grandmother and learning new words will

have a positive impact on Lucy's ~~the~~ Language development. Also, extended family such as grandparents ~~also~~ offer various different viewpoints to a child, which will ~~be~~ subsequently be beneficial to further reinforce new language development. ~~Lucy's physical~~ By Measuring out ingredients will also contribute towards Lucy's development. Lucy's physical development will be influenced by this as fine motor skills will be involved. Another activity that Lucy is able to engage in at home would be helping her father weed the garden. This also ~~helps~~ has a positive impact on the Language development. By having the opportunity to engage in a number of different activities ~~in~~ in the home environment, it may allow Lucy to reinforce the skills she learns at nursery. Lucy and her siblings go to weekly swimming lessons at the local leisure centre. Having frequent swimming lessons may have a positive impact on Lucy's physical development, specifically her gross motor skills. Also, Lucy may also be able to communicate with other children during this time, extending her language development as she is socialising.

Lucy's family could have a positive impact on her physical and language development. For instance, Lucy is a part of a nuclear family, involving ~~her~~ both her parents and two older siblings, such as a brother aged seven and a sister aged nine. A nuclear family allows a stable ~~an~~ home environment and older siblings can have a positive effect on Lucy's language development as they have more knowledge and may be able to contribute in conversations with Lucy.

They share the house with the grandmother, also providing more opportunity for language development. Lucy's father works in a local shop in the mornings. As a result, he may be home most evenings to involve himself in activities with ~~her~~ Lucy. Lucy's mother also sometimes works ~~fr~~ from home. By having both parents around the house frequently, Lucy will benefit with their support in her learning and they will be able to praise and encourage her, supporting her confidence, meaning she will become more resilient at different tasks and activities at nursery which will lead on to her developing in her language and physical developmental areas.

Activity 3 - Lead Examiner introduction

There was a mixed response to this activity planning question with some learners performing well and achieving high marks and others not performing well and achieving very low marks. Scoring is divided into planning **i-viii** and justification **ix-xii**.

The learners who did not perform well for this activity demonstrated inexperience in activity planning itself. They did not complete every box in the planning template provided for boxes **i-viii**. In the planning section learners who did not perform well often did not include a specific appropriate milestone to base the activity which would have helped the learner remain focussed. The length of the activity was often inappropriate for a child aged two years and six months taking into consideration attention span. Learners also did not put detail into the activity plans, meaning that the activities could not be carried out effectively or safely.

The justification section of the activity plan **ix-xii** is where several learners lost most marks. Some learners struggled here because they were unable to talk in detail about how the activity met Lucy's needs and how it could be extended and adapted in the future. Some learners were able to complete the justification section of the plan, though their responses were vague and contained limited links to Lucy's physical development. If recommendations were included in the activity plan, they were often superficial or inappropriate. For example, learners often suggested that a larger ball could be used to extend the activity rather than a smaller one in a football activity.

Learners who performed well on this question seemed to be experienced in planning and confidently completed the activity plan. All sections of the activity plan were completed in detail. Appropriate physical milestones were identified for the activity. The length of the activity was often appropriate for a child aged two years and six months taking into consideration attention span. The learners seemed to understand the importance of a well-planned activity and the description of the activity was detailed. The learners demonstrated a good understanding of the role of the Early Years Assistant within the plan. Health and safety issues were accurate and demonstrated a good understanding of how they could be addressed to ensure the activity could be carried out safely.

Detailed activity plans achieved mark band 3 for the planning, often achieving a full 8 marks. Detailed planning in turn impacted on the marks awarded for the justification of the activity because the learners understood what they wanted to achieve from the activity and how to support Lucy effectively.

Where Learners understood how the resources supported the activity, they were clearly able to explain how they supported Lucy to meet the identified milestone and how the activity met Lucy's individual needs. Learners were then able to demonstrate potential factors that could limit the success of the activity and were able to make recommendations on how the activity could be extended in the future. This meant that learners were achieving top of Mark Band 3 or Mark Band 4 for the justification section of the activity plan.

Activity 3

Lucy's key person has asked you to plan an activity to promote Lucy's **physical development**.

To do this you should:

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

(Total for Activity 3 = 24 marks)

Example 1

Planning i-viii -.The activity plan is incomplete and lacks in clarity and detail. It would be difficult to carry out the plan well with the information provided. A targeted milestone has not been included in the plan, only an age range therefore there would be no clear direction for the activity in promoting a specific area of physical development. Health and safety issues are limited bringing the safety of the activity into question.

Mark Band 1 achieved, 3 marks awarded

Justification ix-xii - Justification for the activity is limited. Recommendations are vague and contain no real information as to how the activity could be extended in the future. For example, the learner suggests to make the activity more difficult, but they do not say how they would do that or how it would extend the activity. Information is stated rather than explained for example, the learner states that the weather could limit the success of the activity but does not say how or why it could limit it.

Mark Band 1 achieved, 4 marks awarded.

7 marks in total

i	Title of activity	football
ii	Targeted milestone	two years and two months (2-3)
iii	Type of activity (This could cover more than one type.)	<p>Tick all that apply</p> <p>Creative <input type="checkbox"/></p> <p>Construction <input type="checkbox"/></p> <p>Imaginative <input type="checkbox"/></p> <p>Sensory <input type="checkbox"/></p> <p>Physical <input checked="" type="checkbox"/></p>

iv	Description of activity	getting Lucy to stand behind a ball and slowly walk her through how to kick the ball, so you could start her off with swinging her leg behind the ball and just keep doing that until she is comfortable, and then by the end of the activity she'll be able to kick a ball.
v	Length of activity (duration)	

vi	Role of early years assistant	Supporting Lucy through the activity and answering any questions she's got.
vii	Health and safety issues to be addressed	falling over get a first aid kit tripping over or losing balance.
viii	Resources	First Aid kit Goal Cones Metre ruler or tape measure

ix	How activity resources help the child to meet the planned milestone	<p>The goal is for her to have a have a visual of for when she is ready to kick the ball.</p> <p>the cones is so she can stand between and then practice kicking the ball.</p>
x	How the activity meets the child's individual needs	<p>this will help her be able to kick a large ball and might help her balance</p>

xi	What could limit the success of the activity?	the weather or resources depending if she's got a doctors appatment or if she's got her glasses .
xii	How this activity could be extended in the future for this child	Make it more difficult so she can learn new skills and she then can learn to play properly this will help her be more communitive.

Example 2

Planning i-viii - The activity plan is complete and contains some detail. The activity is 'riding a tricycle' and is appropriate in helping to promote the 3-year old milestone to 'steer a tricycle'. This is one of the next recorded milestones after the two and a half milestones. This activity could be carried out as planned as some detail has been provided. Health and safety issues have been included especially with the mention of a bike helmet.

Mark Band 2 achieved; 5 marks awarded.

Justification ix-xii – There is a limited justification for the activity . The evaluation describes limitations of the activity and there are some recommendations for future planning.

Mark Band 2 achieved, 6 marks awarded.

11 marks in total

i	Title of activity	Riding a tricycle
ii	Targeted milestone	Steer a tricycle tricycle
iii	Type of activity (This could cover more than one type.)	<div>Tick all that apply</div> <div>Creative <input type="checkbox"/></div> <div>Construction <input type="checkbox"/></div> <div>Imaginative <input type="checkbox"/></div> <div>Sensory <input type="checkbox"/></div> <div>Physical <input checked="" type="checkbox"/></div>

iv	Description of activity	<p>Lucy will be able to ride a tricycle. However there could be a track or a road the that she can follow instead of going wherever she wants. This way she but should be able to learn how to steer a tricycle.</p>
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v	Length of activity (duration)	20-30 mins
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vi	Role of early years assistant	<p>Make sure she is safe and there are no unnecessary obstacles in her way and that she is wearing a helmet. Supervise Lucy and make sure she is following the instructions of the activity correctly and help her if she is struggling or does not understand the activity.</p>
vii	Health and safety issues to be addressed	<p>Make sure Lucy is wearing a helmet whilst on the tricycle and there are no obstacles in the way that could cause an injury</p>
viii	Resources	<p>you would need a tricycle, helmet, maybe cones to make the road for her to follow, and make sure the first aid box is accessible.</p>

ix	How activity resources help the child to meet the planned milestone	The cones to make the road will help her meet ^{steer} to ride the tricycle because then she has a set way to go so she would have to steer in the right direction instead of letting her go where she wants.
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x	How the activity meets the child's individual needs	Because she is two years and six months old and in three months for physical development she should be expected to steer a tricycle.
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xi	What could limit the success of the activity?	If Lucy is unable to ride a tricycle.
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xii	How this activity could be extended in the future for this child	For the future when the child is older the activity could be extended by having more obstacles so the track is harder, or instead of a tricycle a bike could be used.
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Example 3

Planning i-viii - The activity plan is complete and contains detail. The activity 'kicking a ball' is appropriate and helps to promote the milestone 'kick a large ball'. This activity could be easily carried out as planned, as enough detail has been provided in the planning template. The learner demonstrated a good understanding of the role of the Early Years Assistant within the plan. Health and safety issues have been included with a good understanding of what these could be and how they could be addressed.

Top Mark Band 3 achieved, 8 marks awarded

Justification ix-xii - Justification for the activity has been included and is relevant to the Key Person Assessment. The evaluation describes realistic limitations of the activity and there are relevant recommendations for future planning and are personalised to Lucy. However, justifications were not thorough enough for the work to move into mark band 4. There were no links to a wider context in the recommendations for future planning.

Top Mark Band 3 achieved, 12 marks awarded.

20 marks in total

i	Title of activity <i>4</i>	To try to Kick a ball to other children in a Circle.
ii	Targeted milestone	To Kick a ball to other children
iii	Type of activity (This could cover more than one type.)	<div>Tick all that apply</div> <div>Creative <input checked="" type="checkbox"/></div> <div>Construction <input type="checkbox"/></div> <div>Imaginative <input checked="" type="checkbox"/></div> <div>Sensory <input type="checkbox"/></div> <div>Physical <input checked="" type="checkbox"/></div>

iv	Description of activity	<p>I would ask a group of five children including Lucy to do an activity with me. I would say "who would like to play a game with me".</p> <p>I would stand them around in a circle and say their name and kick the ball towards them. I would use imagination to make it more fun for the children and to engage with the game.</p> <p>Also I would set out some cones and make sure they are all in a line beforehand. They will all take it in turns to try and kick the ball and I will praise and encourage them to do well.</p> <p>I will set the activity out on a field.</p> <p>I would make sure that it is suitable for Lucy to get involved.</p>
v	Length of activity (duration)	15 minutes.

vi	Role of early years assistant	<p>The role of the early years assistant in this activity would be encourage the children and make sure that they are engaged.</p> <p>They will also make</p> <p>They will explain to the children what you want them to do slowly so that they make sure that they understand. They will also make</p>
vii	Health and safety issues to be addressed	<p>Make sure that there are no hazards around the area where the activity is going to be such as other balls ^{and} toys; I will set the activity out on a</p> <p>I will give space for the children to run around when playing with the ball.</p> <p>I would make sure that the field is clear for the activity to run. Such as poo because the children may pick it up.</p>

viii	Resources	<p>A Ball - large, Soft Ball</p> <p>A group of five Children to play including Lucy.</p> <p>Another early years assistant to help run it</p> <p>Cones</p> <p>Somewhere to play the game Such as a field where there is more space to run around</p>
ix	How activity resources help the child to meet the planned milestone	<p>The activity and resources will help the childrens Physical development because they may need to help improve certain milestones</p>

x	How the activity meets the child's individual needs	<p>The activity would meet the child's individual needs by giving them slightly different tasks to do.</p> <p>I would help Lucy's needs by putting the cones much closer so that she can see them and try to help help her kick the ball.</p>
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xi	What could limit the success of the activity?	<p>The children may not be able to engage and may get bored easily.</p> <p>They may not want to do it to start with.</p> <p>They may not be all involved at the same time.</p>
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xii	How this activity could be extended in the future for this child	<p>This will help the children and Lucy in the future by giving them a similar activity to do and they will may be able to remember what boards they need to do.</p> <p>I would put more cones to make it harder for them.</p> <p>I would put the cones in a row so that they can go in and out of them.</p>
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Summary

It is recommended that learners attempt all activities and utilise the information provided in the **Key Person Assessment and Development Chart** as a basis for their work. Learners should also be encouraged to complete all activities to the best of their ability, using the information provided to underpin their responses.

Learners should use the information provided in the **Key Person Assessment and Development Chart** 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.

Learners should develop their technique in answering Activity 2 to enable them to access the higher mark bands. It is recommended that the learner identifies all the relevant factors for both areas of development from the key person assessment at the beginning of their response. The learner should then go on to discuss each factor and its impact in turn. The learner should ensure that they have produced a balanced response with an equal focus on both areas of development.

Learners should ensure that the planning template in Activity 3 is fully completed with no boxes left empty. Learners should ensure that the targeted milestone is age appropriate and reflects the correct area of development. Learners would benefit from further opportunities of planning and carrying out age and stage appropriate activities to support the completion of this activity in the future.

Learners should make full use of the answer booklet provided when responding to the activities. The space provided for each activity reflects the length of the anticipated response.

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