

L2 Lead Examiner Report 1906

JUNE 2019

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

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Grade Boundaries

What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, at Distinction, Merit and Pass.

Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark is for a particular grade.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each assessment, because then it would not take accessibility into account.

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

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

Unit 2: Child Development from Birth up to Five Years

Grade	Level 2		
	Pass	Merit	Distinction
Boundary Mark	23	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.

Introduction to the Overall Performance of the Unit

It was pleasing to see that on the whole activities 1a and 1b were answered well with most learners being able to use the development chart and Thomas's key person assessment to complete the activities. It was also noted an overall improvement for activities 1a and 1b. However, this could not be said for activities 2 and 3, with several learners still struggling with activity 2.

Most learners were able to identify some relevant factors from the key person assessment, but they were often unable to link the identified factors to both Thomas's physical and emotional and social development leaving the answer unbalanced. This prevented many learners from accessing the higher mark bands for activity 2. Learners were able to complete the planning template in activity 3, but the activities planned were often not age or stage appropriate or were not activities to cover emotional and social development as the activity required.

Individual Questions

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.

Tasks

Activity 1a

On the whole, learners performed well on this question often achieving full marks. The learners that achieved well in this question were able to use the development chart and Thomas's key person assessment to identify Thomas's current stage of physical development and draw conclusions on Thomas's actual stage of physical development which was fully supported by comparisons.

Learners who did not manage to get into mark band 3 often did not provide detailed conclusions as to whether Thomas's physical development met expected norms and for some if they did, they drew inaccurate conclusions.

Activity 1a

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

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

Your assessment should:

- identify the physical milestones for a child 12 months old
- identify Thomas's current stage of physical development
- conclude whether Thomas's physical development meets expected norms.

(Total for Activity 1a = 6 marks)

Example 1

Physical development milestones have been identified and some have been linked to the key person assessment. The information provided is brief. A conclusion which is supported by comparisons of expected milestones, against the actual stage of development, has not been included.

Therefore, this work falls into Mark Band 2 and has been awarded 3 marks.

~~Thomas~~ 12 months child

- Can pull up to stand, stand alone, walk while holding onto furniture.
- Can use pincer grasp (fine motor skills)
- enjoy throwing toys to the ground (gross motor skills)

~~Thomas~~

- he can stand alone
- picks up shapes (pincer)
- stand up while using furniture.

Thomas meets all the milestones for a 12 months old child because he can stand alone, use pincer grasp and can use furniture to move around.

Example 2

The learner has identified all milestones with relevance to the area of physical development.

A brief conclusion has been added which is supported by limited comparisons of expected milestones, however this is not fully accurate as it says the child is exceptional.

Therefore, this work falls into Mark Band 2 and has been awarded 4 marks.

(6)
To begin with a child age 12 months should be able to pull themselves up to stand, walk whilst holding onto furniture, also at 12 months the child should be able to use pincer grasp to pick up small objects, pointing using index finger in order to identify different textures of objects such as toys. In regards to this at 12 months, children enjoy throwing toys to the ground this is called trial and error.
However Thomas current milestone is ~~right~~ at 12 months considering he is able to pull himself up to stand using furniture reaching for rattles on the sofa; Thomas likes to play football with his siblings

Activity 1a

Moving the ball forwards and backwards
Alternately Thomas is able to
stand alone whilst playing
finger rhymes with his key worker
copying her when she claps.

Furthermore I believe Thomas' milestone at 12 months is exceptional due to him meeting the expected norms for 12 months old.

Example 3

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

Current stages of physical development have been identified to the expected milestones and linked to the key person assessment.

Conclusions are drawn and are supported by accurate comparisons.

Therefore, this work falls into Mark Band 3 and has been awarded 6 marks.

(6)

A child aged 12 months old should be able to have all reflexes as they are born with them these include sucking, rooting, startle, grasping and stepping all of these reflexes help a newborn survive. A child aged 12 months should also be able to pull them ~~self~~ up to themselves up to stand by ~~t~~ on their own and walk by using furniture to support their balance while walking. They can also ~~e~~ pick up a pincer grasp to pick up small objects. Thomas's current stage of physical development shows that he is using fine and gross motor skills. Thomas can pull up to stand alone this shows that Thomas is using his arms ~~to~~ pull himself up to stand which means he is using his gross motor skills because he is using his arms and legs to ~~help~~ support himself so he can stand without support from a adult. Thomas also uses ~~the sofa~~ which is a ~~piece of~~

Activity 1a

furniture to support his balance to reach rattles on the sofa. Thomas also uses his fine motor skills by using the pincer grasp to help him pick up small objects. for example Thomas uses his pincer grasp to pick up cereal pieces out of his bowl. Thomas can also feed himself pieces of fruit. ~~them~~

The conclusion to this I think that Thomas's ~~is meeting~~ ~~his milestones for his age~~ physical development does meet the milestones for his age because he can pull himself up to stand on his own ~~and~~ by using ~~furnit~~ furniture for support and he can also use his pincer grasp to pick up small objects.

Example 4

The learner has correctly identified all physical milestones for a child aged 12 months. The learner has then linked the milestones to Thomas's current stage of development accurately. Comparisons have been included throughout the learners response for this question.

The learner has then drawn accurate conclusions throughout the work rather than a long conclusion at the end.

Therefore, this work falls into Mark Band 3 and has been awarded 6 marks.

(6)

At the age of 12 months Thomas is able to stand alone which is good because it means he is hitting his milestone because at the age of 12 months children are expected to pull up and stand alone. Thomas is beyond achieving with the pincer grasp movement because his pincer grasp is precise and he can pick up small pieces of cereal out of his bowl at breakfast and feeds himself pieces of fruit when at his age the targeted milestone that can use pincer grasp movement to pick up small objects but Thomas is thriving because he can do it precisely. Thomas also tries to use his pincer grasp to pick up shapes and puts them in the shape sorter not would this help with his physical development but will help with his cognitive development. At the age of 12 months Thomas

Activity 1a

has not started to throw toys to the ground and watching it so he is behind on this milestone because he hasn't quite reached it yet

Activity 1b

On the whole, learners performed well on this question with several achieving full marks. However, learners seemed to find this area of development a little more challenging than physical development for this age range.

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

Learners who did not manage to get into mark band 3 often did not draw detailed conclusions as to whether Thomas's emotional and social development met expected norms and for some if they did, they drew inaccurate conclusions.

Activity 1b

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

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

Your assessment should:

- identify the emotional and social milestones for a child aged 12 months old
- identify Thomas's current stage of emotional and social development
- conclude whether Thomas's emotional and social development meets expected norms.

(Total for Activity 1b = 6 marks)

Example 1

This is a well written response that identifies all expected milestones and makes appropriate links to Thomas's current stages of development,

Conclusions and comparisons are drawn throughout, as well as including a conclusion at the end of the response

Therefore, this work falls into Mark Band 3 and has been awarded 6 marks.

~~The emotional and soc~~ A Child up to 12 months should be able to smile and recognise and respond to emotions in others. A child up to 12 months should also ~~exp~~ try ~~to~~ out new things out a doing it again this progress is called trial and error. A child aged up to 12 months should also be able to express needs when they hear a familiar voice and smile. A child aged up to 12 months also should be able to imitate facial expressions and focus on human faces with interest. A child aged up to 12 months should be ~~a~~ able to enjoy being held ~~by strangers~~ and form attachments and smile at strangers but to also be wary of strangers. A Child aged up to 12 months should also be able to form specific attachments and imitate actions of others for example clapping. ~~They should~~ A child aged up to 12 months should also experience separation difficulties from primary carers.

Thomas can imitate actions for example he copies clapping. Thomas can also copy waving or wave back at someone. ~~When this~~ Thomas also gets very upset when his mum leaves and it takes a while for him to calm down and for him to get settled. Thomas smiles and laughs when his mum comes to collect him.

In conclusion Thomas is meeting ~~most of~~ his emotional and social milestones for his age ~~because~~ he can smile when his mum comes to collect him and when he is separated from his mum it ~~at~~ takes a while for him to get settled down and this is him experiencing separation anxiety from his primary carer. ~~He~~ Thomas can also imitate actions as he can copy someone clapping. Thomas can also show ~~very~~ wariness ~~of~~ of strangers when his mum drops him off at nursery and he starts crying that could mean he feels worried and scared.

Example 2

The learner correctly identifies some expected milestones relevant to emotional and social development but not all of them.

The learner then identifies Thomas's current stage of emotional and social development but does not compare all of them to the expected milestones. At points, the learner refers to factors affecting Thomas's development which is not relevant to this question

Therefore, this work falls into Mark Band 3 and has been awarded 2 marks.

The expected social and emotional development for a 12 month old is being able to by then is smile at familiar people like family members. Can form specific attachments and show ~~a~~ wariness of strangers. and are able to develop specific attachments and experience ~~of~~ separation anxiety from primary carers.

Thomas gets upset when mum leaves him at nursery and it ~~takes~~ takes time for him to settle, he smiles and laughs when he is collected from nursery by his mum. He also doesn't see his dad before he goes to bed as he is still at work.

Thomas does ~~the~~ meet the expected norms but has a close attachment to his family more than greeting and seeing new people, such as struggles to settle & after his mum drops him off at nursery.

Example 3

The learner correctly identifies most of the expected milestones relevant to emotional and social development but includes other areas of development within the response. The learner identifies Thomas's current stage of emotional and social development compared to expected milestones.

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

Therefore, this work falls into Mark Band 2 and has been awarded 4 marks.

The emotional and social milestones for a child aged 12 months in the development chart are for social; know their own name, understand simple instructions and for emotional development they are; enjoy throwing toys to the ground and watching their descent, learn by trying things out and repeating if successful. This approach is called 'trial' and 'error'.

Thomas's current stage of emotional and social development are for social he can; he likes to play finger rhymes with his key worker and copies her when she claps. Also when the key

worker waves to Thomas he will copy and wave back. For emotional development; ~~recession~~ Thomas gets very upset when mum leaves him at nursery and it takes time for the key worker to get him settled. Thomas smiles and laughs when he is collected from nursery by his mum.

In conclusion Thomas's emotional and social development does meet the expected norms which means this child is ~~speaking~~.
A typical.

Example 4

This response had the potential to achieve higher marks but did not for several reasons.

There are inaccuracies in the expected milestones. For example, the milestone is 'specific attachments' not 'indiscriminate attachments' and The 'ability to smile' is a milestone for a much younger age range.

The learner identifies Thomas's current stage of emotional and social but then does not compare this to the expected milestone. For example, 'Thomas gets very upset when his mum leaves him at nursery'. This is a demonstration of separation anxiety but the learner does not indicate this or discusses it further.

A brief conclusion is included.

Therefore, this work falls into Mark Band 2 and has been awarded 3 marks.

(10)
At 12 months the emotional and social milestones are: forming indiscriminate attachments, being able to smile, show wariness of strangers, imitate actions of others and experience anxiety from primary carer(s)

Thomas gets very upset when his mum leaves him at nursery. Th he smiles and laughs when he is collected. Thomas also claps and waves when a practitioner does it first and Thomas enjoys sitting close to his brother and sister.

After looking at the Emotional and social milestones for a 12 month old and looking at Thomas's current development stage I have concluded that Thomas is on track with his development and is slightly ahead as he likes to sit close to his brother and sister which is expected of an 18 month old.

Activity 2

Similar to past series', many learners are still struggling to answer this question well. Most learners were able to identify some relevant factors from the key person assessment that impacted on either physical development or emotional and social development. However, learners were often unable to link the identified factors to both Thomas's physical and emotional and social development leaving the response unbalanced.

If the learner did identify both physical and emotional and social factors that impacted on Thomas's development there tended to be more of a focus on one area of development than the other achieving marks only in mark band 2. Learners were not able to achieve Mark Band 3 if the 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 emotional and social development varied between learners often having lapses in their reasoning and for others the work was superficial.

However, some learners were clearly able to identify relevant factors from the key person assessment for both physical and emotional and social development that could impact Thomas's development. They were able to show reason for how these factors could affect Thomas's development. Some good responses were seen

however, they were limited to top of mark band 3 and 11 marks because the answer had a slight emphasis on one area of development, usually emotional and social development.

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

Activity 2

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

Your investigation should:

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

(Total for Activity 2 = 14 marks)

Example 1

The learner has written a lot here but unfortunately it does not answer the question and a majority of the information is linked to the milestones and not factors. The learner has repeated a response to questions 1a and 1b. Some factors have been identified enabling the learner to achieve 2 marks.

Therefore, this work falls into Mark Band 1 and has been awarded 2 marks.

Thomas seems to have a wide range of positive and negative in physical, emotional and social development. He has shown in physical development that he is very active and loves playing with his brothers and sisters at home and also he likes to use his fine and gross motor skills to do things like using the pincer grasp and pulling himself up and holding onto the furniture. Thomas has shown that he is ahead of the expected milestones for physical development. From the key person's assessment they have shown that he has a good indoor and outdoor space in the family home and at the nursery. He seems to be using the pincer grasp a lot when to pick up small objects and small pieces of food. This has ~~be~~ shown that he knows how pick things up with his hands.

With emotional development he seem to be on the right pace and doing the expected milestones. Thomas has shown that he has different emotions

when it comes to things for example he cry's and has separation anxiety with mum when she drops him off at nursery. He seems to be a happy boy as he likes playing with his brother and sisters but also he has had so major changes at a young age like they moved to a new house as his dad got a new job, he doesn't see his dad as much which will affect his emotional development because he hasn't had enough bonding time with his dad and he is not used to his mum going to college for two days a week as he is normally with his mum and how he is also starting at a new setting and how this may affect his emotional development.

For social development Thomas is way behind as he doesn't seem to have much social development this would mean that he is behind in social development or atypical. Thomas doesn't seem to be a talkative child and I think because of all the emotional things that has happened recently he might be behind in the socialising and interacting with other children and staff at nursery.

All of the new changes that has happened
it has effected ~~the~~ his social development

Overall the emotional and social development
have changed his personality abit as because
all of the recent things that has happened
to him it has made him fall back from
his milestones. for as physical development
he is ahead in his milestones because he likes
doing lots of fine and gross motor skills, but
he also has a small garden ~~at home~~ at home
so he may not be able to do as much exercise
as usual.

Example 2

This response relates to both areas of development but with more emphasis on emotional and social development. The learner identifies relevant factors, but the discussion of their impact is limited leaving the work in Mark Band 2

Therefore, this work falls into Mark Band 2 and has been awarded 6 marks.

Thomas has a small and enclosed garden with a ~~climbing frame~~ with sit and ride toys and a climbing frame ~~with~~ with a slide. This can both positively and negatively affect Thomas's physical development. Having a enclosed garden means that Thomas is safe while in the garden and can freely go in and out of the house to the garden, this means that Thomas can work on walking by himself, this ^{has} ~~is~~ a positive impact on his physical development. Also Having a climbing frame and sit and ride toys in the garden may ^{have} ~~be~~ a negative impact on his development as he is too small to play with it but seeing his siblings go on it will make him want to go on it and potentially hurt himself. Having siblings who like to play ball with Thomas will help his physical development because he is learning off his brothers and Sister, which can put him in front of

Physical development.

Thomas lives with both of his parents and his two older siblings, this can positively impact his social and emotional development because he can be with people and play next to them etc. However Thomas has recently moved away from family and friends, this may have a negative impact because he had friends and lost them all, and he may feel too shy to make new friends in the new nursery. Thomas's dad also works long hours and is not there when he goes to bed. This can have a negative impact because Thomas may feel lonely and unloved from his dad as he is never there, to bond or spend time with Thomas. Thomas's mum has also ~~gone~~ started to go to college two days a week, ~~in~~ Thomas goes to nursery on ~~these~~ these two days. This can positively and negatively impact his social and emotional development. It will be good for Thomas will be able to meet new

people in the nursery and make new friends however it could be bad because Thomas may miss his mum which means he might not want to interact with his key worker etc.

Example 3

This learner's response relates to both areas of development with slightly more emphasis on emotional and social development. The learner has covered all factors for emotional and social development and has included some good lines of reasoning as to the affect of the factors. Some good points were made for physical development, but the learner did not identify the benefit of attending nursery for Thomas's physical development

Therefore, this work falls into Mark Band 3 and has been awarded 11 marks.

Thomas lives with 2 older siblings this ~~can~~ could effect his ^{emotional} ~~emotional~~ and social development positively as he would of learned communication skills from his siblings a learn different ways he can do to express his emotions and how he can ~~can~~ communicate without speech.

Thomas's family has moved away from friends and family this could effect Thomas emotionally as he may ^{formed a} ~~be~~ ^{or bond} attached to the people he used to live close to and he may miss them now that he won't see them as regularly as he used to. Thomas's dad works long hours at his new job so Thomas may not be able to form a bond with his dad as much of a bond he's got with his mum and may feel ~~be~~ worried being left on his own with his dad as he doesn't see him as much as he sees his mum. Thomas's mum has recently went back to college and is sending Thomas to nursery and Thomas

Activity 2

may feel abandoned and feel ~~like~~ upset being he may of been used to a routin of seeing his mum everyday. It could also effect him positively as his mum will be able to get a good job which will bring more income to the family. Thomas's Family has a Small enclosed garden This is good because ~~Thomas~~ Thomas would get more fresh air and exercise. ~~and this will lead to~~ ~~at more~~ Thomas also has a climbing ~~on~~ frame and a slide in the garden and sit and ride toys to play with. This is good for Thomas's physical ^{and emotional} development as he has alot of toys to play with and it will encourage him to play and explore new things. Indoors Thomas as his siblings have a play room this is good because they could teach Thomas to share toys and it will encourage Thomas to interact with his siblings and imitate their actions. This could be negitve because he may copy his siblings doing the wrong things for example not Sharing. Thomas likes to play ball with his brother and will roll the ball forwards and backwards to him when prompted.

this is ~~g~~ good for his physical development because he is using his fine and gross motor skill by moving the ball it will also teach him to taking things in tern by passing the ball back. on the first visit to Thomas's nursery him and his mum met the Key worker this is good because ~~to~~ ~~he~~ he will be able to recognise his key worker's face and will be able to form a ~~fer~~ bond with his key worker before he goes into the nursery. Thomas had 2 visits to the nursery before attending there this is good for his emotional development because he will feel more comfortable because he will be able to recognise the setting. Thomas enjoys sitting next to his siblings and having some quiet time this is good for his emotional development because he will feel comfortable around them. ~~and~~

Example 4

The learner has taken a slightly different approach with their response compared to the response shown in **example 3**. Again, the response relates to both areas of development with a slightly more emphasis on emotional and social development than physical development. The learner has included some good lines of reasoning for both areas of development and has covered the impact of most factors. As with example 3, the learner did not identify the benefits of attending nursery for Thomas's physical development, The learner also did not refer to the emotional and social developmental benefits as well.

Therefore, this work falls into Mark Band 3 and has been awarded 11 marks.

Thomas lives with both his parents and two older siblings. This is good for his social development as whilst he is growing up he will have siblings to talk to and interact with. Mathew is only 3 years older than him also which means growing up they will be quite close. However, Thomas and his family have just moved away from his family and friends because his dad got a new job. This means whilst he is growing up he will see his extended family very little meaning his social development may be at a disadvantage as other children his age will have other extended family to interact with. Additionally, it may affect his emotional development as he is likely to miss them as he won't see them. Thomas' dad now works long hours, meaning Thomas doesn't see him before he goes to bed. This is bad for his social

development, because if he doesn't see his dad very often he hasn't really got a father figure to look up to. It will also affect Thomas' emotional development as he may feel neglected or alone, which will make him feel ~~un~~ unwanted and sad.

Thomas' mum has now gone back to college two days a week meaning he has started nursery. This will be good for his intellectual development as he will be learning lots of different things. Additionally, it will give Thomas the chance to make new friends / relationships with key workers. However, it will also be an impact to his social and emotional development as he is used to his mum always being there for him and now she will be around less, this could impact their relationship negatively and make Thomas feel alone. In their garden at home there is a climbing frame and a slide, also ride on toys to play with, this is good for his physical development of gross motor skills. Additionally, there is a playroom inside where Thomas plays with his brother and sister, this

Activity 2

will effect his emotional development in a positive way as he may enjoy playing with his siblings and make him feel loved and content. Also because they are older than him he will hear them speaking and interacting with each other and children learn things from their role models, therefore he may copy the words they say which means he will learn new words effecting his intellectual develop positively. Finally, he likes playing ball with his brother rolling it forwards and back, this will be good for Thomas' physical development of fine motor ~~and gross motor~~ skills, as he is using smaller muscles in his hands to push the ball.

Activity 3

Marks are divided into planning **i-viii** and justification **ix-xii**. Learners did not perform well on this question and were unable to identify an appropriate age and stage activity. However, most learners did complete every box in the planning template provided for boxes **i-viii** which is an improvement seen from past series

In the planning section, learners who did not perform well often did not include neither an appropriate milestone or area of development to base the activity on. This should have been an emotional and social development milestone for a child aged 15 - 18 months. Learners often planned activities where they expected the child to have discussions, complete group activities or work as a team which are not age appropriate. Some learners appeared to include plans that they were familiar with and the planning process for these was sound, unfortunately they had no relation to what was being asked of them in the question and as a result, limited marks could be awarded. There were also potential health and safety concerns with the resources used in some plans for the age of the child the activity was based on and this is very worrying.

The justification section of the activity plan **ix-xii** is where several learners lost most marks. Some learners struggled here because they had planned an inappropriate activity so were unable to provide a valid evaluation. If recommendations were included, they were often superficial or inappropriate for the age of the child or the area of development.

Activity 3

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

To do this you should:

- select a milestone to target, which Thomas 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 complete but it is lacking in clarity. The resources that have been included are not linked to the activity and would be unsafe to use with a 15 month old child. It would be impossible to carry out the plan well with the information provided. A targeted milestone has been included but it is not age appropriate nor is it an actual milestone from the emotional and social development table. This activity plan seems very confused and raises health and safety issues> I would be very concerned if a learner attempted to carry out this plan within an early years setting and with children

Therefore, this work falls into Mark Band 1 and has been awarded 1 mark.

Justification ix-xii - Justification for the activity is limited. Recommendations are vague and contain limited information as to how the activity could be extended in the future. The justification is inappropriate for the age of the child and the area of development.

Mark band 1 achieved, 1 mark awarded.

Therefore, this work falls into Mark Band 1 and has been awarded 1 mark.

This response was awarded a total of 2 marks.

i	Title of activity	Materials activity play - Everyday objects e.g food, spoons, etc.
ii	Targeted milestone explore objects by sight and sound.	Understanding the world and expressing emotions and his social skills.
iii	Type of activity (This could cover more than one type)	Tick all that apply <div>Creative <input 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 checked="" type="checkbox"/></div>

iv	Description of activity	<ul style="list-style-type: none"> - Tactile tray laid out on the floor - with all the resources in side - encourage the children to come over to the area - demonstrate to the children what they could do with the water. - let the children follow the demonstration - allow them to explore the materials.
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vi	Role of early years assistant	<p>Supervising the children and observing their individual learning. encouraging the children to share but also demonstrating to the children what they could do and also getting them to follow ^{simple} and instructions. Praising the children and encouragement.</p>
vii	Health and safety issues to be addressed	<p>Before setting up the activity make sure none of the children taking part have any allergies to the items in the activity. Such as if a child has a gluten allergy make sure the pasta and cereal doesn't have gluten in and adapt the activity to the child's individual needs. Supervise children with water.</p>

viii	Resources	<ul style="list-style-type: none"> - rice , - pasta / spaghetti - cereal (corn flakes) - netting - flour - spoons - Bowls - water - Coloured strips of tissue paper - Small world people toys. - Jugs - Tactile tray .
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ix	How activity resources help the child to meet the planned milestone	<p>The activity resources will help the child as it also shows them different textures, shapes, colours and it will help them to learn everyday objects such as the things the child eats or will start to eat when their older but also showing and demonstrating different people, animals, scenery etc.</p> <p>But also will help them to take in turns</p>
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x	How the activity meets the child's individual needs	<p>This activity meets this child's individual needs as it helps them to learn about new objects by also identifying how to share and take turns with other children and understanding other children's emotions during the activity. and such as not snatching etc.</p>
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xi	What could limit the success of the activity?	<p>The child might not enjoy the activity or might not like being around other children may just like having 1:1 attention with their key worker.</p> <p>Also may not like playing with the items that are provided.</p> <p>Child may be distracted by other things going on in the room at the time.</p>
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xii	How this activity could be extended in the future for this child	This activity could be adapted for the future by adding something like slime with sequins into it so the child can feel more textures and add more colourful items such as paint but also could use the items to make a scene such as using animals and pigs and create chocolate gloop so they learn scenes.
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Example 2

Planning i-viii - The activity plan is complete and contains detail. This activity could be carried out as planned as some detail has been provided. However, this activity would be more suited to an older child as a child of 15 months would not have the vocabulary to participate.

Health and safety issues have been included but are not relevant to the activity. The activity is based on emotional and social development. This activity would have been better if no pictures were used and the early years worker had used her own facial expressions for the child to copy.

Therefore, this work falls into Mark Band 2 and has been awarded 5 marks.

Justification ix-xii – The learner has provided a limited justification for the activity but what has been included is relevant to the question and key person assessment. The evaluation shows limitations of the activity and there are some recommendations for future planning, but these are not age appropriate.

Therefore, this work falls into Mark Band 1 and has been awarded 4 marks.

This response was awarded a total of 9 marks.

i	Title of activity	Copying faces
ii	Targeted milestone	Imitate facial expressions
iii	Type of activity (This could cover more than one type)	<p>Tick all that apply</p> <p>Creative <input checked="" type="checkbox"/></p> <p>Construction <input type="checkbox"/></p> <p>Imaginative <input checked="" type="checkbox"/></p> <p>Sensory <input checked="" type="checkbox"/></p> <p>Physical <input type="checkbox"/></p>

iv	Description of activity	<p>place 6 cards with different cartoon characters doing 6 different emotions for example happy, Sad, scared, shocked, Surprised and angry. then get Thomas on his own so it's more of a 1-1 activity then ask Thomas if he can copy the character on the card make sure to role model the face as Thomas may not be able to understand what you are asking him to do. if Thomas does not do the facial expression is straight away allow trial and error and try it a couple of times until he is able to do it. Also get him to look in the mirror when he makes the facial expression.</p>
v	Length of activity (duration)	10 minutes

vi	Role of early years assistant	<p>The role of the early years assistant is to make sure that the child is able to meet their milestones and to help them achieve their milestones and expect them to make mistakes and allow that and error. Also encouraging the children to try new things and making sure when doing activities the children are kept safe and they do not get harmed.</p>
vii	Health and safety issues to be addressed	<p>make sure the activity is carried out in a safe and quiet place. so Thomas does not get make sure there is enough space for other children to play around the activity so other children do not bump into things.</p>

viii	Resources	<ul style="list-style-type: none"> - computer with access to the internet to find photos of cartoon characters - printer to print the photos off - scissors scissors to cut out the photos - Laminator to laminate the photos. - Mirror
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ix	How activity resources help the child to meet the planned milestone	The resources will help to meet the child's milestones because he will be able to learn visually by looking at the cards and copying them and if he looks in the mirror at the facial expression he might be able to understand and recognise the meaning behind the facial expression -
x	How the activity meets the child's individual needs	The activity meets the child's needs by individual needs by having 1-1 support so they are not distracted and can learn better and the child will feel more supported if there is only him doing the activity -

xi	What could limit the success of the activity?	<p>There may be alot of noise from the other children in the room and alot of distractions because the age group is very young and there could be alot of crying or children could be napping at this time so you would have to be more quieter.</p>
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xii	How this activity could be extended in the future for this child	<p>I am could ask the child to point to different emotions for example I could ask the child to point to the happy face. Then I could ask the child to not imitate the facial expression.</p>
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Example 3

Planning i-viii -.The activity plan is complete but is not appropriate for a 15 month old child. A targeted milestone has been included but it is an area of development rather than an expected milestone. The activity does include reference to emotional and social development such as, sharing and taking turns, but this is reference to a much older child.

Therefore, this work falls into Mark Band 1 and has been awarded 3 marks.

Justification ix-xii – The learner has provided a limited Justification for the activity. Recommendations are not age appropriate and are based on a much older child. Occasional relevant points have been included but again these are not age appropriate.

Therefore, this work falls into Mark Band 1 and has been awarded 2 marks.
This response was awarded a total of 5 marks.

i	Title of activity	Catch / ball games
ii	Targeted milestone	Social development
iii	Type of activity (This could cover more than one type)	<p>Tick all that apply</p> <p>Creative <input checked="" type="checkbox"/></p> <p>Construction <input type="checkbox"/></p> <p>Imaginative <input checked="" type="checkbox"/></p> <p>Sensory <input type="checkbox"/></p> <p>Physical <input checked="" type="checkbox"/></p>

iv	Description of activity	<p>Firstly, every child including Thomas will get a big circle outside and gently throw the ball to each other, then let each child have a go at throwing it themselves. After that then we swap balls so soft ball to a hard ball to allow each child to feel what both is like</p>
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		and what they feel like - only applies to 12 month old children who can and above and then as throwing the ball so your favourite food each time.
v	Length of activity (duration)	15 mins - 20 mins.

vi	Role of early years assistant	My role is to let some the children learn how to do it themselves but watch them and also to set rules so then the children have to listen to those rules. To make sure no children gets hurt. So it's a adult lead activity.
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vii	Health and safety issues to be addressed	<p>• make sure that the balls are not too big so that no balls can drop and hurt the children's feet</p> <p>• make sure the catching is on a soft surface in case the children fall over and graze their knee or arm, or any part of their body</p>
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viii	<p>Resources</p> <ul style="list-style-type: none"> • Different type of balls • Different Colours of balls • Space to do it in • enough adults to lead the game with. • Ball basket to keep the balls in.
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ix	How activity resources help the child to meet the planned milestone	<p>These activity resources help to meet the ^{meet} the ^{social dev} by that ^{he} can choose a different each person to throw to each time and so that ^{he} is making different friends along the way too. It allows Thomas to interact with his friends more and to get to know a bit ^{them} them ^{get bit} better maybe.</p>
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x	How the activity meets the child's individual needs	<p>This activity meets the Thomas's individual needs by he can make new friends he has loads of space so he isn't crowded up in one space all the time, and let him interact with everyone a bit more and help him feel he is welcomed in this nursery.</p>
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xi	What could limit the success of the activity?	<p>• Not having enough adults to run the activity</p> <p>• Not having enough equipment</p> <p>• Some of children could be ill so mite be unfair on them if we do it with them without them</p> <p>• Not having the right environment to do it in / Not enough space.</p>
xii	How this activity could be extended in the future for this child	<p>maybe for Thomas add more physical stuff into it like for example walking to the person and swapping places with the person you throw too.</p> <p>Add more children to play the game too so his social skills will improve more</p>

Summary

Learners must make full use of the information provided in the **key person assessment and development chart** as a basis for their work. It may be beneficial for learners to highlight and annotate the key person assessment before they answer the questions. Learners should also be encouraged to complete all questions to the best of their ability making full use of the pages provided in the answer booklet. It is important that learners make full use of the answer booklet provided when answering questions. The space provided for each activity reflects the length of the anticipated answer if the learner is to potentially achieve the higher mark bands.

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. It is important to keep the age of the child in mind at all times.

Learners should develop their technique in responding to 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. Producing a plan may support the learner in this. 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 to enable them to achieve the top mark band.

It is extremely important that learners ensure that the targeted expected milestone is age appropriate and reflects the correct area of development to ensure an appropriate activity is planned. Learners would benefit from further opportunities of planning and carrying out age and stage appropriate activities across different age ranges and areas of development, to support the completion of Activity 3 in the future.

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