

# **L2 Lead Examiner Report 2003**

March 2020

**BTEC L2 Technical Diploma in  
Children's Play, Learning and  
Development (Early Years Practitioner)**

**Unit 2: Child Development from Birth Up to  
Five Years (21221K)**

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March 2020

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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.

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### Unit 2: Child Development from Birth Up to Five Years (21221K)

Grade	Unclassified	Level 2		
		Pass	Merit	Distinction
Boundary Mark	0	23	31	40

## 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

On the whole learners continued to answer activities 1a and 1b well with most learners being able to use the development chart and Anya's key person assessment to complete the activities. The Lead Examiner noted that activity 1a was answered slightly better than activity 1b, with cognitive development still being problematic for some learners. It was pleasing to see that many learners were able to structure activity 2 better, taking on advice from previous Lead Examiner reports. However, some learners are 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 Anya's language and cognitive development leaving the answer unbalanced. More of a focus was seen on language development. As in previous series this prevented many learners from accessing the higher mark bands for activity 2. Many of the responses for activity 3 were disappointing for the 2003 series. Learners were able to complete the planning template, but the activities planned were often not age or stage appropriate or were not activities to cover cognitive development as the activity required. This has been an issue in every series to date and is something that centres need to work on with their learners.

## 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 marks in mark band three. The learners that achieved well in this question were able to use the development chart and Anya's key person assessment to identify Anya's current stage of language development and draw conclusions on Anya's actual stage of language development which was fully supported by comparisons. Learners who did not manage to get into mark band three often did not draw detailed conclusions as to whether Anya's language development met expected norms and for some if they did, they drew inaccurate conclusions.

If a developmental milestone was not mentioned in the key person assessment some learners assumed Anya could not meet that milestone rather than it had not been observed. It is important that learners do not draw conclusions on information that has not been included in the key person assessment.

#### Activity 1a

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

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

Your assessment should:

- identify the language milestones for a child aged **four years and nine months**
- identify Anya's current stage of language development

- conclude whether Anya's language development meets expected norms.

**(Total for Activity 1a = 6 marks)**

### Example 1

The first paragraph of the answer has no credit as it is talking about cognitive and social development. The learner does identify some relevant milestones for a child aged 4 to 5 years and does identify some relevant stages of Anya's development. However, she does talk about maths skills which is cognitive development. A conclusion is included which has been supported by some comparisons. This enables the work to get into Mark band 2.

**Mark awarded 3, Mark band 2**

The language milestones for a child aged 4 four years and nine months are to be able to work out what other people may be thinking which helps them to negotiate with others. They should be able to develop close friendships which means <sup>they</sup> she will be able to communicate with other people/children.\*

children should also be able to use complex sentences with words such as 'because' which is making their vocabulary advanced.

Anya's current stage of development

Anya's can also count up to 10 accurately which means she is progressing her language skills and other skills like mathematics which is what is expected at her age.

~~4~~ Anya should also be able to talk about what has happened and what is about to happen.

Anya's language development meets what is expected at her age as she can talk about what's happened, count to 10 and communicate with her key worker using complex sentences.

(Total for Activity 1a = 6 marks)

## Example 2

The learner has identified most of the language milestones for a child aged 4 to 5 years. The learner goes on to identify some of Anya's current stage of development supported with some comparisons. The learner draws a conclusion and correctly states that Anya is meeting developmental norms for language.

Mark band 3 was not awarded as all milestones were not identified and the conclusion was only supported by some comparisons.

**Mark awarded 4, Mark band 2**



Anya's <sup>expected</sup> language development milestones <sup>(6)</sup> suggests she should be able to name the time of day associated with activities, talk about what has happened, able to tell stories ~~and~~, enjoy jokes and use complex sentences by using words like 'because'.

Anya is able to laugh at jokes that another child tells. ~~A joke~~. She can also use complex sentences when she tells her key person about things she has done over the weekend.

Anya tells the other children stories by looking at the pictures in the

#### Activity 1a

book.

By the information provided it shows anya is meeting her expected language development milestones and norms.



### Example 3

The learner has identified most of the language milestones for a child aged 4 to 5 years in the first paragraph. The learner goes on to identify most of Anya's current stage of development in the second and third paragraphs with some comparison and conclusion in the third paragraph. In the fourth paragraph the learner draws a conclusion and correctly states that Anya is meeting developmental norms for language.

Full marks were not awarded as all milestones were not identified.

**5 marks have been awarded, Mark band 3.**

(10)

The language milestones for a child aged four years and nine months are can use complex sentences with words such as 'because', can talk about what has happened and might happen, use language to argue and answer back and are able to tell stories.

~~Anya's current stage ~~and~~ of language development is she can sit in the book corner~~ Anya's key person has completed an assessment which includes her language development. In the assessment it says Anya will sit down in the book corner and tell other children a story.

## Activity 1a

by looking at the pictures. It also says Anya uses complex sentences when she tells her key person about things she has done over the weekend and about the places she has visited. Anya also laughs when one of the children tells a joke which suggests she understands it.

From the information gathered during this assessment it shows that Anya's ~~meets the normal~~ language development meets the expected norms because from the information gathered from her key worker it shows she has met the ~~milestones~~ language development milestones at around 4 ~~to~~ years up to 5 years.

**Example 4**

The learner has identified **all** relevant milestones for a child aged 4 to 5 years for language development. Anya's current stage of language development have been identified. Comparison and conclusions are made throughout the piece of work. With a conclusion at the end.

**Mark awarded 6, Mark band 3**

A child aged four years and nine months should be able to count aloud accurately up to 10, to be able to use complex sentences with words such as 'because'. They should be able to talk about what has happened and what might happen and they can use language to argue and answer back, also tell stories, and enjoys jokes. Anya's current stage of language development is that she can count up to 10 accurately, she uses complex sentences when she tells her key person about things she has done over the weekend and about the places she has visited. She can tell her key person what time of the day activities take place and what might happen during the day. Anya would also sit down in the book corner and tell the other children a story book by looking at the pictures in the book. I believe Anya has ~~also~~ met the expected norms

**Activity 1a**

to ensure her key person or other children or staff, she can tell her key person what their routine is for the whole day so what time it all takes place and explains what might happen during them. And she can sit in the book corner and tell the other children a story from the pictures. They all meet the expected norms of a four year old child.

### Activity 1b

The learners who did not achieve well in this question seemed to struggle with identifying age appropriate cognitive development milestones, often including milestones from other areas of development. Learners at times seemed to confuse cognitive development with coordination. If the learner did identify age appropriate cognitive milestones there were often gaps within these milestones. Some learners did not draw conclusions as to whether Anya's cognitive development met expected norms and for some if they did, they drew inaccurate conclusions.

If a developmental milestone was not mentioned in the key person assessment some learners assumed Anya could not meet that milestone rather than it had not been observed. It is important that learners do not draw conclusions on information that has not been included in the key person assessment.

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### Activity 1b

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

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

Your assessment should:

- identify the cognitive milestones for a child aged **four years and nine months**
- identify Anya's current stage of cognitive development
- conclude whether Anya's cognitive development meets expected norms.

**(Total for Activity 1b = 6 marks)**

### Example 1

The milestones included in the first paragraph do not relate to cognitive development so no credit can be given. The learner does identify Anya's current stage of development drawn from the key person assessment and this is where the marks have been achieved. No conclusion included.

**Mark awarded 2, Mark band 1**



A child aged four years and nine months should be reaching cognitive milestones including; writing their own name, colouring in pictures, threading ~~inserting~~ small beads and can form letters. All in which aren't on Anya's development chart of what she is able to do. Therefore, Anya's cognitive development is below where ~~she~~<sup>it</sup> should be, not meeting expected norms.

However, Anya is able to sort the colours of coloured blocks into equal sets, and enjoys playing board games and understands the need to rules when playing them. This might not mean she is good at the board games though, she may understand the rules but not the actual game. From her playing them

#### Activity 1b

born at her nursery and with her dad she will get better. Anya's understanding the need to rules is a milestone she should be reaching.

**Example 2**

The learner has identified some relevant cognitive milestones for a child aged 4 to 5 years, however they have included some from other areas of development, which should be ignored.

The learner has identified some of Anya's current stages of cognitive development relevant to milestones. A brief conclusion has been drawn.

**Mark awarded 3, Mark band 2**

(10)

The cognitive milestones for a child around the age of Anya is being able to understand the need for rules, can work out what other people may be thinking, understand the need for rules and colour in pictures.

In Anya's assessment her key worker has gathered information about her cognitive development. In the assessment it says Anya is able to sort colours into ~~different~~ equal sets when playing with coloured bricks. This shows Anya understands problem solving. It also says Anya enjoys playing board games with the other children and understands the need for rules when playing them.

**Activity 1b**

Anya can also tell her key worker what time of the day activities take place and what might happen during the day. This shows she remembers her day and is able to tell her key worker.

From the information gathered it ~~can~~ shows that Anya's cognitive development meets expected norms because she has met the cognitive milestones that an average 4 years up to 5 years would do.

**Example 3**

The learner has identified some of the relevant cognitive milestones, including some from other areas of development. The learner has identified some relevant stages of Anya's current cognitive development. A brief conclusion has been included with some comparisons to expected milestones for Anya's actual stage of development.

**Mark awarded 3, Mark band 2**

The cognitive milestones for a child aged four years and nine months are that should be able to write their own name, count to 10 correctly, add two sets of objects together, match equal sets, understand the need for rules and can work out what other people are thinking.

My Anya's current stage of her cognitive development is that she can ~~then~~ count objects accurately up to 10, Anya can sort the colours of coloured bricks into equal sets. When Anya is playing board games she understands the needs of rules.

Some of what Anya is doing is meeting the cognitive ~~then~~ milestones for a four and nine month old. However on Anya's key person assessment it doesn't say that she can write her own name or that



**Activity 1b**

She can work out what people are thinking.

**Example 4**

The learner has included most of the milestones for cognitive development. They have identified Anya's current stage of development with comparisons to the key person assessment. A conclusion has been made. Full marks were not awarded as not all milestones were included.

**Mark awarded 5, Mark band 3**

From four to five years, children should develop the ability to count accurately to 10, match equal sets, add two sets of objects together, and understand the need for rules. Towards the end of their fourth year, a child should have reached most of these milestones or be well on their way to having reached all of them.



Anya is capable of counting to 10, shows understanding of rules when playing board and card games, and is able to sort coloured bricks into equal sets. According to the development chart, the only milestone she hasn't hit is basic addition. However, as she is able to count to 10, and sort

**Activity 1b**

equal sets, Anya will likely be able to add within the next few months.

To conclude, Anya is reaching the expected developmental milestones on track, and will likely be able to perform all of these tasks by her fifth birthday. She can understand rules, match, and count to 10 accurately, all of which demonstrates a developmentally average child.

## Activity 2

Some learners are still struggling to answer this question well. Most learners were able to identify the relevant factors from the Key Person assessment that impacted on either Anya's cognitive or language development. However, learners were often unable to demonstrate an understanding of **how** these factors actually impacted on Anya's language and cognitive development. If the learner did identify both cognitive and language factors that impacted on Anya's development and then go on to explain the actual impact on Anya's development, there tended to be more of a focus on language development. This meant learners were not able to achieve mark band 3 if their answer 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 of cognitive development varied between learners but many struggled with this area of development, often having lapses in their reasoning and often the work was superficial.

However, some learners were clearly able to identify relevant factors from the Key Person assessment for both cognitive and language development that could impact Anya's development. They were able to reason how these factors could affect Anya's development. Some very good answers 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 answers, however, were limited to top mark band 3 and 11 marks because the answer had a slight emphasis on one area of development, usually language development.

Learners who performed well in this question clearly identified all the factors from the key person assessment at the start of their answer, 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 Anya's development and enabled the learner to produce a balanced answer.

## Activity 2

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

Your investigation should:

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

**(Total for Activity 2 = 14 marks)**

**Example 1**

This is a detailed and balanced response for both cognitive and language development. The learner has demonstrated an in depth understanding of the impact of the factors on Anya's development. Detailed lines of reasoning have been included in the answer.

**Full 14 marks awarded mark band 4**

Anya visits the local library and borrows books once a week, Anya reads books with her dad. This will help Anya with her language and cognitive skills as she may learn new words from different types of books as she borrows books once a week. It will also help with ~~her~~ her cognitive skills as by reading books it ~~will~~ <sup>may</sup> make her gain more imagination. Anya has a playroom where she has lots of games, toys and puzzles to play with. Anya plays card games like snap and happy families with her dad. This will help with Anya's language skills as when she is playing with her dad she may be talking to him and <sup>asking him questions like "what's this?"</sup> ~~asking~~ this also may help with Anya's cognitive development as by playing snap you have to be fast and know what's coming it'll also help with her cognitive ~~development~~ development because, whilst she's playing, she will also be learning about the rules. Anya's playroom has lots of



**Activity 2**

Games, toys and puzzles to play with  
this ~~will~~ may encourage her to play  
with the puzzles in her room and  
develop her ~~language~~ cognitive skills because  
by doing these puzzles it may make her  
think a lot and ask her dad for help  
which ~~will~~ may help her learn more and be  
interested in ~~the~~ the puzzles. Anya's grand-  
parents take her on outings <sup>at</sup> the weekend. Her  
favourites are visiting the zoo and the dinosaur display  
at the museum. This <sup>may</sup> ~~will~~ help with her cognitive skills  
as she is seeing different animals and she  
~~loves~~ likes looking at the dinosaur display which

may develop her language and cognitive skills  
as she may ask questions to her grandparents  
about it and may learn some new words. Or  
different animal sounds from the zoo. And  
<sup>may see animals which she has not seen before and learn more about them.</sup>  
Anya Anya may also ask about the pictures  
that might be on the display and ask questions  
<sup>for example, what does the writing say which will help with her cognitive skills.</sup>  
about them. Also whilst visiting the zoo  
she <sup>may have</sup> ~~would be~~ seen the different animals  
and remembered what sounds they make.  
which ~~will~~ may affect Anya's cognitive  
development as she is remembering the  
sounds the different animals may make and

## Activity 2

which they are. Anya goes to a Mini Theatre School on Saturday mornings where she takes part in performances. This ~~might~~ may help with her cognitive skills as ~~she~~ she may have to remember what to do on stage or may have to remember what she has to say, or even maybe what costume she may wear <sup>and where it is put</sup> as it is in Theatre school. Anya attends Shirevale Nursery five days a week from 7.45 am until 5.45 pm and can be very tired at the end of day. This ~~might~~ may help ~~Any~~ Anya with her cognitive and ~~language~~ language development as as there are different activities she may do in nursery which ~~may~~ <sup>may</sup> help support these areas for example, storytime. Also she is there all day so she most likely will participate in most activities including cognitive and language development. For example, Anya sits down in book corner and can tell a story with pictures this affects her cognitive development as she ~~has~~ has to think about what is happening ~~in~~ the different pictures and explain to the other children, which may also develop her language skills as ~~to~~ she may ask a



## Activity 2

supervisor of a picture she is unsure of. It will also help her cognitive skills ~~classroom~~ if she is trying to make the children understand what is going on in the picture as she will have to explain. Anya knows the routine of the nursery which helps with her cognitive skills as she ~~has~~ <sup>may</sup> know what's going to happen next and what activities she ~~will~~ <sup>may</sup> take part in. Anya plays board games with other children and understands the need for rules when playing them. This affects her cognitive skills as ~~she~~ whilst she is playing the board games she will be ~~thinking~~ <sup>thinking</sup> about the rules with the other children and having patience for her turn as she ~~is learning~~ <sup>is learning</sup> how to play. It may also develop her language skills as she may be talking to other children. Anya can tell her key person what she has done over the week which ~~development~~ <sup>development</sup> affects her cognitive ~~development~~ as she is remembering things to tell her key-worker what she has done. She uses complex sentences which also help with her language skills when talking to other people or children.

(Total for Activity 2 = 14 marks)

**Example 2**

The learner has identified factors relevant to Anya from the key person assessment. The work contains detailed lines of reasoning as to how these factors impact on Anya's cognitive and language development demonstrating an in-depth understanding of the factors. Answer mainly balanced across both areas of development.

**Mark awarded 12, Mark band 4**

Anya lives with her Dad who is a single parent.  
Anya's dad works full time.  
Anya has no brothers or sisters.  
Anya reads books with her dad.  
Anya plays card games like snap and naffy families with her dad.  
Anya visits the local library and borrows books once a week.

Anya has a playroom where she has lots of games, toys and puzzles to play with. Anya's grandparents take her on outings at the weekend. Her favourites are visiting the zoo and the dinosaur display at the museum.

Anya attends Shirevale Nursery five days a week from 7.45 am to 5.45 pm and can be tired at the end of Tuesday.

Anya goes to a mini Theatre school on Saturday mornings where she takes part in performances.

#### Activity 2

Anya living with her dad who is a single parent may affect her language development as she would only be talking to her dad which is her male role model however. She would not be interacting with someone who could be a female role model to Anya.

Anya's dad works full time this could have an impact, ~~effect on~~ Anya's language and cognitive development positively and negatively. It would impact her positively because her dad working full time may suggest ~~the~~ that the family have a lot of income and can afford to buy toys and books for Anya, which could help her language by playing. It could also be a positive as she would be spending time at nursery where she would be given the opportunities to develop her language + cognitive by learning. However the negatives are that ~~she~~ she may not see her dad throughout the day and does not spend time with him throughout the day.

### Activity 2

Anya has no brothers or sisters. This could impact her language as she wouldn't be interacting with anyone <sup>at home</sup> except her dad throughout the week. May find it difficult to talk to older children.

Anya reads books with her dad. This is a huge positive as she is developing her reading and listening skills and also cognitively as she <sup>may</sup> would remember the stories if read multiple times.



Anya plays card games like Snap with her dad. This could have a positive impact on her cognitive development as she would be noticing the same cards and remembering if she had the card or not.

Anya visits the local library and borrows books once a week. This ~~would~~ <sup>may</sup> have a positive impact on her language development and she is introduced to new books and stories.

Anya has a playroom where she has lots of games + puzzles to play with. This

#### Activity 2

may impact her positively as she will be using cognitive skills to play with the toys. However it may affect her negatively as she wouldn't have anyone to play with except her dad and ~~would~~ <sup>may</sup> not be spending time with other children at home.

Attending nursery 5 days a week. Positive impact as she will be given the opportunities to spend lots of time with other children + staff. She will have more opportunities than some children as she would be spending more time at nursery. A negative could be that she gets tired at the end of the day which could mean she has less time to spend with dad as she may fall asleep when coming home or may have an early bedtime.

visiting the zoo will have a positive impact on cognitive skills as she <sup>may</sup> ~~will~~ remember the names of the animals, colour and the noise they make. (Environment, habitat)

(Total for Activity 2 = 14 marks)



**Example 3**

The learner has identified factors relevant to Anya from the key person assessment. The work contains lines of reasoning as to how these factors impact on Anya's cognitive and language development with occasional lapses in this reasoning. There is more emphasis on language development preventing the work from achieving higher into the mark band.

**Mark awarded 8, Mark band 3**

Anya lives with her dad who is a single parent, ~~Anya's dad works full time~~, ~~Anya has no brothers or sisters~~, Anya reads books with her dad, ~~Anya plays~~. Anya visits the library and borrows a book once a week, Anya has a playroom where she has lots of games, toys and puzzles to play with. Anya attends Shinevale nursery five days a week from 7.45am until 5.45pm and can be very tired at the end of the day and Anya goes to a mini theatre school on Saturday mornings where she takes part in performances. Anya living with only her dad can impact her negatively as she has no female rolemodel in the home to read stories with or play puzzles. Anya reading books impacts her language and cognitive development positively as she is improving her language by reading new books and extending her vocabulary. It <sup>will</sup> ~~can~~ help her cognitive development as her reading these books at home are going to help her for when she starts going to school. Anya goes to the library each week and borrows a book this impacts positively on her language development as the more books she reads

**Activity 2**

the more words she will know which will extend her vocabulary to a complex point. Anya has a play room at home where she has games, toys and puzzles to play with this could impact positively on Anya's cognitive development as she has puzzles at home to help improve her cognitive however she also has toys and games which are able to give her a break from all the things she does during the week. Anya attends nursery five days a week from 7:45am till 5:45pm this can impact positively on Anya's language development as she is getting the chance to read more stories with others her own age than the children who are only in an afternoons three times a week. She is also getting longer to learn her phonics which is giving her a boost in front of the other children. It will also impact positively on her cognitive as she is getting to do more puzzles and solve more problems but also learn and understand more rules. Anya goes to a mini theatre school on Saturday mornings where she takes part in performances this can impact positively on Anya's language development as she will have lines to say and it may help extend her vocabulary. This will also impact her cognitive development positively as she will have to remember her lines, actions or dance moves. She will also have to remember when her part is so remembering all this will help improve her cognitive development.

**Example 4**

The learner has identified some factors relevant to Anya from the key person assessment. The work contains some lines of reasoning as to how these factors impact on Anya's cognitive and language development but there are lapses in this reasoning. The work mostly focuses on language development with some limited response to cognitive development enabling the work to move into mark band 2.

**Mark awarded 4, Mark band 2**

The <sup>positive</sup> ~~positive~~ factors that may impact on Anya's language development are that she visits the local library and borrows books once a week. She goes to a mini theatre school on Saturday mornings where she takes part in performances. Anya also reads books with her dad.

These positive factors may affect Anya's language development because they are teaching her new words and expanding her vocabulary.

The positive factors that may impact on Anya's cognitive development is that she has a playroom where she has lots of games, toys and puzzles to play with. She also plays cards games like snap and Happy Families with her dad.



**Activity 2**

These positive factors may affect Anya's cognitive development because it means that she is always able to go and do some cognitive activities but she may need some motivation or demonstration to get her started.

The negative factors that may impact on Anya's language development is that she has no brother or sisters.

This negative factor may affect Anya's language development because when she is at home she does not have some one around her age she could interact with. Talking to children your own age may help develop your language skills as it does not matter if you get words wrong.

### Activity 3

As in previous series the overall marks for this question varied greatly but on the whole the results were disappointing. The most concerning thing is that a large number of learners did not plan an activity to support cognitive development as asked in the question. This prevented those learners from attaining marks higher than mark band one, which ultimately meant that they were unable to pass the overall paper. Scoring is divided into planning **i-viii** and justification **ix-xii**. The learners who did not perform well on this question seemed to be inexperienced in activity planning itself or planned an activity that did not relate to the question. **i-viii**. In the planning section learners who did not perform well often did not include a specific appropriate milestone to base the activity choosing a general area of development meaning the planning was vague. The length of the activity was often too long not taking into consideration Anya's attention span. Learners also did not put detail into the activity plans, meaning that the activities could not be carried out effectively or safely. An improvement for health and safety planning was noted in several plans, although there remained concerns about the omission of supervision and potential choke hazards for some planned activities.

The justification section of the activity plan **ix-xii** is where the majority of learners lost marks. Some learners struggled here because they were unable to talk in detail about how the activity met Anya'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 answers were often vague and contained limited links to Anya's cognitive development. Often appropriate recommendations were not included to extend the activity. If recommendations were included, they were often superficial or inappropriate linking to physical or language development.

Learners who performed well on this question seemed to be experienced in planning and confidently completed the activity plan. Appropriate cognitive milestones were identified for the activity, with several noting that Anya needed to work on adding two sets together. 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 that had been included demonstrated a good understanding of these and how they could be addressed to ensure the activity could be carried out safely. Due to detailed planning the activity could have been easily carried out therefore these learners achieved mark band 3 for the planning of the activity. This 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 Anya in achieving it. The 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 mark band 3 for the justification section of the activity plan.

### **Activity 3**

Anya's key person has asked you to plan an activity to promote Anya's **cognitive development**.

To do this you should:

- select a milestone to target, which Anya 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 is not age appropriate and is more appropriate for a younger child. A targeted milestone has been included but it actually links to physical and language development rather than cognitive development. In the description there is a mention of imagination but this is vague and does not support the planning. Health and safety issues are not really addressed.

**Mark band 1 achieved, 3 mark awarded**

**Justification ix-xii** - Justification for the activity is limited. Recommendations are not age appropriate based on a younger child and not linked to relevant cognitive development.

**Mark band 1 achieved, 2 mark awarded.**

**5 marks in total**

i	Title of activity	<p>Handwriting.</p> <p>colouring in</p>
ii	Targeted milestone	<p>colouring in pictures.</p> <p>writing own name.</p>
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 type="checkbox"/></p>

iv	Description of activity	<p>each child will choose a picture <del>(picture)</del> of an animal (dog, cat etc) and colour it in, using any colour / how many colours they want. When finished colouring it in, they will write their name at the top of the page (or to - may need help) so it will be what they would look like / be if they were an animal.</p> <p>imaginative - colours they use - may be multicoloured.</p> <p>creative - they are creating something themselves.</p> <p>turning a blank picture into their picture.</p>
vi	Role of Early Years Practitioner	<ul style="list-style-type: none"> <li>• supervising the children to avoid / deal with any accidents or incidents</li> <li>• supporting those who may need help (spelling out their name 'C' or just writing it).</li> <li>• teaching the children               <ul style="list-style-type: none"> <li>- colours</li> <li>- animal names</li> <li>- their children's names.</li> </ul> </li> </ul>

vii	Health and safety issues to be addressed	<ul style="list-style-type: none"> <li>• coloured pencils - sharp, could poke each other, or put them in their mouths.</li> <li>• only a few children at a time</li> <li>5 children : 1 adult preferably.</li> </ul>
viii	Resources	<ul style="list-style-type: none"> <li>• range of different animals to colour in</li> <li>• coloured pencils.</li> <li>• pencils.</li> </ul>
ix	How activity resources help the child to meet the planned milestone	<ul style="list-style-type: none"> <li>• Able to name some colours - coloured pencils.</li> <li>• try to write her name - pencil.</li> <li>• Verbalise,</li> </ul>
x	How the activity meets the child's individual needs	<ul style="list-style-type: none"> <li>• Anya will at least coloured in a picture</li> <li>• At least tried to have wrote her name.</li> <li>( could dot to dot her name, then she will start to recognise how her name looks).</li> </ul>

xi	What could limit the success of the activity?	<ul style="list-style-type: none"> <li>• Anya refusing to participate.</li> <li>• really struggling to write her name.</li> <li>• not colouring inside the picture.</li> </ul>
xii	How this activity could be extended in the future for this child	<ul style="list-style-type: none"> <li>• Anya drawing the animal as well as colouring it in.</li> <li>• switching the colouring pencils to paint.</li> </ul>



## Example 2

**Planning i-viii** -. The activity plan is complete and appropriate for a four year, nine month old child. A targeted milestone of matching and understanding rules has been included. Based on the key person assessment Anya would be able to carry out this activity in the next 3 months based on the stage of her cognitive development. The large focus on language development prevents this plan moving into mark band 3.

**Mark band 2 achieved, 6 marks awarded**

**Justification ix-xii** - Justification for the activity is limited but some relevant points have been included. Some understanding of limitations has been demonstrated. Recommendations for future planning have been included but these mostly link to language development.

**Mark band 2 achieved, 4 marks awarded.**

**10 marks in total**

i	Title of activity 'Dear Zoo' animal card game →	
ii	Targeted milestone cognitive <del>and</del> development	to get anya to develop understanding rules and able to match the <del>an</del> animal pictures with their name
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 checked="" type="checkbox"/></div> <div>Sensory <input type="checkbox"/></div> <div>Physical <input checked="" type="checkbox"/></div>

iv	Description of activity	<p><del>For the</del></p> <p>during this activity 'dear zoo' card game the cards will be face down on table and Anya will pick <del>and</del> a animal picture and see if she can find the name of the animal to match it to. she will do this to all the animals in the book 'dear zoo'. The book will be left on the table so that if she needs help she can look through the book.</p>
v	Length of activity (duration)	30 minutes

vi	Role of Early Years Practitioner	<p>The role of the early years practitioner would be to sit with Anya and encourage her to use her cognitive skills to solve the card game.</p> <p>to sit with her so you can help her if she needs help.</p>
vii	Health and safety issues to be addressed	<p>Trip hazards - ensure that nothing is on the floor for Anya to trip over.</p> <p>Allergies - ensure she has no allergies.</p>

viii	Resources	<ul style="list-style-type: none"> <li>&gt; book '<del>animal</del> dear zoo'</li> <li>&gt; printed animals of 'dear zoo' onto paper - pictures</li> <li>&gt; names of the animals.</li> <li>&gt; table for the game to take place.</li> </ul>
ix	How activity resources help the child to meet the planned milestone	<ul style="list-style-type: none"> <li>&gt; will encourage the child to take part to complete their milestone.</li> <li>&gt; looks fun so the <sup>she</sup> <del>child</del> will take part</li> </ul>



x	How the activity meets the child's individual needs	<p>&gt; will help her develop cognitive development by solving the game and learning the animals.</p> <p>&gt; help her understand the book 'dear zoo'</p>
xi	What could limit the success of the activity?	<p>&gt; if the child does not want to take part because it looks boring.</p> <p>&gt; home life - living with a single parent.</p> <p>&gt; tired.</p> <p>&gt; confidence -</p>

xii	How this activity could be extended in the future for this child	<p>&gt; adding more animals so that she can learn more animals that are not in the book.</p> <p>&gt; make it harder by giving her less time to complete it</p>
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(Total for Activity 3 = 24 marks)

### **Example 3**

**Planning i-viii** -. The activity plan is complete and detailed, appropriate for a four year, nine month old child. A targeted milestone of add two sets of objects has been included. A practitioner would be able to carry out this activity using the plan. Based on the key person assessment Anya would be able to carry out this activity in the next 3 months based on the stage of her cognitive development.

**Mark band 3 achieved, 7 marks awarded**

**Justification ix-xii** - Justification for the activity is present with a good understanding of how the resources help meet the planned milestone. The learner has identified that there was no mention of adding sets in the key person assessment and this would be an individual need. Realistic limitations included though brief. Relevant recommendations for future planning have been included but more detail would be required to enable this section to move into mark band 4

**Mark band 3 achieved, 11 marks awarded.**

**18 marks in total**

i	Title of activity	Counting with <del>Stories</del> Story Shells
ii	Targeted milestone	Add two sets of objects together
iii	Type of activity (This could cover more than one type.)	Tick all that apply
		Creative <input checked="" type="checkbox"/>
		Construction <input type="checkbox"/>
		Imaginative <input checked="" type="checkbox"/>
		Sensory <input type="checkbox"/>
		Physical <input type="checkbox"/>

iv	Description of activity	<p>Adult will have a story in which the use of adding is involved, they will read this story to a group of children including Anya.</p> <p>If the book says that one character has two apples then the adult will choose a child to hold two apples which will be printed out pictures and choose another child to hold one apple to be the other character. Once both children are stood up, <del>the</del> can the adult can ask one of the children who has more apples and then ask Anya who has how many apples.</p>
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		<p><del>who</del> now many apples there are together and help her count them. this can be continued <del>by</del> changing the numbers of apples.</p>
v	Length of activity (duration)	15-20 mins

vi	Role of Early Years Practitioner	<p>Early years practitioner <del>has</del> <del>has</del> to read the story with confidence and expression. They must support children when asking questions and help them with any counting that may be required.</p> <p>They must be sure to settle any disputes between children to keep the activity calm and <del>star</del> fun.</p>
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vii	Health and safety issues to be addressed	<p>The space used must be large enough for children to sit comfortably and in an area free from any dangerous substances or wires</p>
viii	Resources	<p>Print outs of up to 10 apples</p> <ul style="list-style-type: none"> <li>• a picture book that shows two different people e.g. character one and character two</li> <li>• a large space for children to sit comfortably</li> </ul>

ix	How activity resources help the child to meet the planned milestone	<p>the activity will help Anya as she can begin to use her counting knowledge and apply it to the addition questions being asked by the early years practitioner and in the time allocated Anya will hopefully understand how <math>1 + 2 = 3</math> and apply this in the future to reach her milestone</p>
x	How the activity meets the child's individual needs	<p>The activity is a story and is has the addition that I hope Anya can achieve.</p> <p>On her assessment there is no mention of Anya needing any additional support.</p>

xi	What could limit the success of the activity?	<p>Other children may Interrupt or distract while Anya is answering and this could affect her answers which would therefore not show Anya's true thoughts about the answer to the question asked.</p>
xii	How this activity could be extended in the future for this child	<p>The amount of apples can increase to <del>make</del> make larger, more complex sums for Anya to solve in the future and help her develop cognitively using her maths skills.</p>

(Total for Activity 3 = 24 marks)

## Summary

It is recommended that learners attempt all questions 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 questions 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.

Although learners have developed their technique in answering activity 2 this still requires further work. 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 answer. The learner should then go on to discuss each factor and its impact in turn. It is recommended that learners have a sound understanding of all areas of development. The learner should ensure that they have produce a balanced answer 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 as asked in the question. Learners are unable to successfully pass this question if their activity plan does not match the area of development asked for in the activity 3 question. 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 answering questions. The space provided for each activity reflects the length of the anticipated answer.





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