

Please check the examination details below before entering your candidate information

Candidate surname					Other names					
Pearson BTEC Level 2 Technical Diploma	Centre Number					Learner Registration Number				
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<b>Window for Supervised Period:</b> <b>Monday 2 March 2020 – Tuesday 3 March 2020</b>										
Supervised hours: 2 hours 30 minutes					Paper Reference <b>21221K</b>					
<b>Children's Play, Learning and Development (Early Years Practitioner)</b> <b>Unit 2: Child Development from Birth up to Five Years</b>										
<b>You must have:</b> Information Booklet (enclosed)								Total Marks <input type="text"/>		

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** activities.
- Answer the activities in the spaces provided  
– *there may be more space than you need.*
- This booklet contains material for the completion of the set task under supervised conditions.
- This booklet is specific to each series and this material must be issued only to learners who have been entered to take the task in the specified series.
- This booklet must be kept securely until the start of the supervised assessment. This set task must be undertaken in the period timetabled by Pearson.
- The information booklet must **not** be returned with this task booklet.

### Information

- The total mark for this paper is 50.
- The marks for **each** task are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each activity carefully before you start to answer it.
- Try to answer every activity.
- Check your answers if you have time at the end.

Turn over ►

P64333RA

©2020 Pearson Education Ltd.

1/1/1/1/1/1/1



### Instructions for Teachers/Tutors and/or Invigilators

The set task must be completed during the period of two days within the period timetabled by Pearson.

The set task must be carried out under supervised conditions.

Learners must complete the set task using this answer booklet.

The set task is a formal external assessment and must be conducted with reference to the instructions in this task booklet and the Instructions for Conducting External Assessments (ICEA) document, to ensure that the supervised period is conducted correctly and that learners have the opportunity to carry out the required activities independently.

Teachers/tutors and/or invigilators are responsible for maintaining security and for reporting issues to Pearson. In particular:

- only permitted materials for the set task can be brought into the supervised environment
- during any permitted break and at the end of the session, materials must be kept securely and no items removed from the supervised environment.

After the session the teacher/tutor and/or invigilator will confirm that all learner work was completed independently as part of the authentication submitted to Pearson.

### Outcomes for submission

This task and answer booklet should be submitted to Pearson.

Each learner must complete an authentication sheet.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



### Instructions for Learners

Read the information booklet and set task carefully.

The information booklet and set task contains all the information you need to complete each activity in the set task.

You must plan your time for each part of the task. You have a total of two and a half hours in this session to complete the set task.

You will complete this set task under supervision.

You must work independently throughout the supervised assessment period and should not share your work with other learners.

### Outcomes for submission

The task and answer booklet should be submitted to Pearson.

You must complete an authentication sheet.



P 6 4 3 3 3 R A 0 3 2 0

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

### Set Task

You must use the development chart and key person assessment in the information booklet to complete the following activities.

#### Activity 1a

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

(Total for Activity 1a = 6 marks)

#### Activity 1b

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

(Total for Activity 1b = 6 marks)

#### 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.

(Total for Activity 2 = 14 marks)

#### Activity 3

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

(Total for Activity 3 = 24 marks)

**TOTAL FOR TASK = 50 MARKS**



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**

**ACTIVITY 1a BEGINS ON THE NEXT PAGE.**



**DO NOT WRITE IN THIS AREA**

**DO NOT WRITE IN THIS AREA**

**DO NOT WRITE IN THIS AREA**

**DO NOT WRITE IN THIS AREA**

**DO NOT WRITE IN THIS AREA**

**DO NOT WRITE IN THIS AREA**

- (6)

Activity 1a

Handwriting practice area with 24 horizontal dotted lines.

(Total for Activity 1a = 6 marks)





—

**DO NOT WRITE IN THIS AREA**

**DO NOT WRITE IN THIS AREA**

**DO NOT WRITE IN THIS AREA**

DO NOT WRITE IN THIS AREA

- DO NOT WRITE IN THIS AREA**

**DO NOT WRITE IN THIS AREA**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Activity 1b

Handwriting practice area with 24 horizontal dotted lines.

(Total for Activity 1b = 6 marks)



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

**Activity 2**

The key person has asked you to investigate the different factors that may impact on 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.

(14)

Handwriting practice area with 20 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



Activity 2

Handwriting practice area with 20 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



P 6 4 3 3 3 R A 0 1 1 2 0

Activity 2

Handwriting practice area with 20 horizontal dotted lines.

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



Activity 2

Handwriting practice area with 28 horizontal dotted lines.

(Total for Activity 2 = 14 marks)



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

**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.

(24)

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

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

iv	Description of activity	
v	Length of activity (duration)	



P 6 4 3 3 3 R A 0 1 5 2 0





DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

vi	Role of Early Years Practitioner	
vii	Health and safety issues to be addressed	





DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

viii	Resources	
------	-----------	--



P 6 4 3 3 3 R A 0 1 7 2 0





ix	How activity resources help the child to meet the planned milestone	
x	How the activity meets the child's individual needs	

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

xi	What could limit the success of the activity?	
xii	How this activity could be extended in the future for this child	

(Total for Activity 3 = 24 marks)

TOTAL FOR TASK = 50 MARKS



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

BLANK PAGE



# Pearson BTEC Level 2 Technical Diploma

**Window for Supervised Period:**

**Monday 2 March 2020 – Tuesday 3 March 2020**

Supervised hours: 2 hours 30 minutes

Paper Reference **21221K**

## **Children's Play, Learning and Development (Early Years Practitioner)**

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

### **Information Booklet**

**Do not return this Booklet with the question paper.**

### **Instructions**

- This information booklet contains material for the completion of the set task under supervised conditions.
- This information booklet is specific to each series and this material must be issued only to learners who have been entered to take the task in the specified series.
- This information booklet should be kept securely until the start of the supervised assessment.
- The information booklet should be handed to learners at the same time as the task and answer booklet.
- This information booklet must **not** be returned with the task booklet.

*Turn over* ►

**P64333RA**

©2020 Pearson Education Ltd.

1/1/1/1/1/1/1



**Pearson**

## Development Chart

### Birth up to 12 months

- Newborns are born with reflexes – sucking, rooting, startle, grasping, stepping – which help them survive. Movements are uncontrolled and uncoordinated.
- At one month – can turn from their side to their back and lift their head briefly.
- At three months – can lift up head and chest when on their stomachs and bring hands together over body, can sit with their back straight when held, wave bringing hands together over body.
- At six months – can roll over from back to front, lift their head and chest while supporting themselves on their arms.
- At nine months – can sit unsupported, usually mobile by crawling or rolling, may pull up to stand alone, can walk by holding on to furniture.
- At 12 months – can pull up to stand, stand alone, walk while holding on to furniture.
- No coordinated movement but newborns will grasp things put into their hands as a reflex action.
- At one month – can open their hands to grasp an adult's finger.
- At three months – can watch their hands and hold a rattle for a moment.
- At six months – can reach for a toy and move a toy from one hand to the other.
- At nine months – can use a pincer grasp (index finger and thumb) to grasp objects, can deliberately release objects by dropping them.
- At 12 months – can use pincer grasp to pick up small objects, point using index finger.
- Newborns turn head towards light, gaze at human faces, startled by sudden noises.
- At one month – 'freeze' if they hear a sound played softly.
- At three months – can recognise familiar routines, are alert and follow movement with eyes if objects are close.
- At six months – can explore objects by putting them in their mouth, recognises voices.
- At eight or nine months – can look for dropped objects and objects that they see being hidden.
- At 12 months – enjoy throwing toys to the ground and watching their descent, learn by trying things out and repeating if successful. This approach to learning is called 'trial and error'.
- Newborns respond to high-pitched tones by moving limbs.
- At one month – can turn head to adult voice, begin to coo at six weeks.
- At three months – smile when they hear a familiar voice, cry loudly to express needs.



- At six months – make short babbling sounds, such as 'da' and 'ba', squeal with delight.
- At nine months – understands 'no', vocalise in long strings of babbling.
- At 12 months – know their own name, understand simple instructions.
- Newborns imitate facial expressions.
- At one month – can focus on human faces with interest.
- At six weeks – can smile.
- At three months – enjoy being held and form indiscriminate attachments, smile at familiar people/strangers.
- At six months – can recognise and respond to emotions in others, start to show wariness of strangers.
- From seven to eight months – can form specific attachments and show wariness of strangers.
- From eight months – develop specific attachments and imitate actions of others, such as clapping.
- From eight months – experiences separation anxiety from primary carer(s).

### **12 months up to two years**

- At 15 months – can crawl upstairs and may walk hesitantly, kneel without support.
- At 18 months – can walk unaided, walk upstairs with help and can squat to pick up toys, can run but unable to avoid obstacles.
- At 15 months – pincer grasp is precise, use palmar grasp to hold crayons.
- At 18 months – can build a tower of three or more bricks, feed themselves with a spoon, scribble using a crayon in palmar grasp.
- At 15 months – explore objects by sight and sound.
- At 18 months – very curious to explore their environment, remember where things belong.
- At 15 months – communicate by pointing and vocalising, know up to six words.
- At 18 months – know around 10–40 words, can communicate wishes, understand simple requests.
- At 18 months – emotionally dependent on parents and key persons, play alone but enjoy being near adults and siblings, insistent on immediate attention to needs and can copy adult actions, alternate between clinging and resistance.

### Two years up to three years

- At two years – can run, climb onto furniture, use sit-and-ride toys, and push and pull wheeled toys.
- At two and a half years – can kick a large ball, can jump with two feet together from a low step.
- At two years – can draw dots and circles, put on shoes and fasten with Velcro® but not buckles and laces, pick up small objects using pincer grasp, build a tower of six or more bricks, drink from a cup, use a spoon to feed themselves.
- At two and a half years – start to show a hand preference, can pull down items of clothing, start to develop tripod grip.
- At two years – recognise themselves in mirrors, can remember past experiences.
- At two and a half years – recognise themselves in photographs, can complete simple puzzles with help.
- At two years – know 50–199 words, able to join words, enjoy looking at books.
- At two and a half years – know around 200 words, start to use simple sentences, ask questions, use personal pronouns, plurals and negatives.
- At two years – unable to wait for needs to be met, may be distracted from tantrums, play in parallel with other children but unable to share toys.
- At two and a half years – play alongside other children and engage in onlooker play, very dependent on adults and jealous of other children gaining attention, respond well to adult attention and praise, and have tantrums when frustrated.

### Three years up to four years

- At three years – can run forwards and backwards, steer a tricycle, walk upstairs with alternate feet, throw and catch a large ball.
- From three to four years – can hop on one foot, walk along a line, aim and throw a ball and kick it with force, ride a tricycle using pedals.
- At three years – can use tripod grip, draw a circle, hand preference is established for most tasks.
- From three to four years – can button and unbutton clothes, use scissors to cut out simple shapes, draw a person with head, trunk and legs, eat with a knife and fork, thread beads to make a necklace.
- At three years – understand the difference between past and present, can complete simple puzzles.
- From three to four years – can recognise and name primary colours, understand what is meant by 'more', can tell whether an object is heavy or light, arrange objects into categories, make a connection between people and events.
- At three years – speech is clear to anyone unfamiliar with child, enjoy books and turn pages, sing songs and rhymes.
- From three to four years – speech can be easily understood, although some words may be incorrect, use questions, language is fluent by four years, with some speech immaturities.
- At three years – find it easier to wait, start to take turns and share, enjoy being with other children and will comfort another child, help adults.
- From three to four years – can cope with separation from primary carer with someone they know, begin to play cooperatively, show clear friendship preferences, play with others.

### **Four years up to five years**

- From four to five years – can run avoiding obstacles, skip with a rope, throw a large ball to partner and catch it, good balance and coordination, go up and down stairs one foot at a time, start to ride a bike.
- From four to five years – can form letters, write own name, colour in pictures, starting to use a knife and fork, thread small beads.
- From four to five years – can count accurately up to 10, add two sets of objects together, match equal sets, understand the need for rules, name the time of day associated with activities, give reasons to solve problems.
- From four to five years – can count aloud accurately up to 10, use complex sentences with words such as 'because', talk about what has happened and what might happen, use language to argue and answer back, able to tell stories, enjoy jokes.
- From four to five years – can work out what other people may be thinking, which helps them to negotiate with others, able to understand the need for rules, develop close friendships, behaviour mostly cooperative and separate more easily from parent.

## Key Person Assessment

Anya is four years and nine months old. She has attended Shirevale Nursery for the past two years.

The nursery has completed a key person assessment to help support her development.

<b>Child:</b> Anya	<b>Age:</b> Four years and nine months
<b>Family</b>	<b>Skills and Abilities</b>
<ul style="list-style-type: none"> <li>Anya lives with her dad who is a single parent.</li> <li>Anya's dad works full time.</li> <li>Anya has no brothers or sisters.</li> <li>Anya reads books with her dad.</li> <li>Anya plays card games like Snap and Happy Families with her dad.</li> </ul>	<ul style="list-style-type: none"> <li>Anya can count the shells in the sandpit accurately up to 10.</li> <li>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.</li> <li>When Anya is playing with coloured bricks she is able to sort the colours into equal sets.</li> <li>Anya enjoys playing board games with the other children and understands the need for rules when playing them.</li> <li>Anya laughs when one of the children tells a joke.</li> <li>Anya can tell her key person what time of the day activities take place and what might happen during the day.</li> <li>Anya will sit down in the book corner and tell the other children a story by looking at the pictures in the book.</li> </ul>
<b>Home Environment</b>	<b>Other Information</b>
<ul style="list-style-type: none"> <li>Anya visits the local library and borrows books once a week.</li> <li>Anya has a playroom where she has lots of games, toys and puzzles to play with.</li> <li>Anya's grandparents take her on outings at the weekend. Her favourites are visiting the zoo and the dinosaur display at the museum.</li> </ul>	<ul style="list-style-type: none"> <li>Anya attends Shirevale Nursery five days a week from 7.45am until 5.45pm and can be very tired at the end of the day.</li> <li>Anya goes to a Mini Theatre school on Saturday mornings where she takes part in performances.</li> </ul>