

BTEC Level 2 Technical Diploma in

**CHILDREN'S PLAY,
LEARNING AND DEVELOPMENT
(EARLY YEARS ASSISTANT)**

**UNIT 2: CHILD DEVELOPMENT FROM
BIRTH UP TO FIVE YEARS**



**SAMPLE ASSESSMENT
MATERIALS (SAMs)**

First teaching: September 2017 | First certification: Summer 2018

ISSUE 1

Edexcel, BTEC and LCCI qualifications

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

Unit 2: Child development from Birth Up to 5 Years

Sample assessment material for first teaching
September 2017
Information booklet

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.



Paper reference

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Instructions for teachers/tutors and/or invigilators

This paper must be read in conjunction with the unit information in the specification and the *BTEC Technical Certificates Information for Conducting External Assessments (ICEA)* document. For further details please see the Pearson website.

The set task should be completed during the period timetabled by Pearson.

The set task must be carried out under supervised conditions and must take place in one session.

The information booklet as well as the task and answer booklet must be given to learners at the start of the supervised assessment.

Learners must complete the set task using this task and 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 *Information 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 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
- 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 or invigilator will confirm that all work was completed independently as part of the authentication submitted to Pearson.

Outcomes for submission

The task and answer booklet should be submitted to Pearson.

Each learner must complete an authentication sheet.

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.

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 in 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 two 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 form

Joshua is 18 months old. He has attended Terrapin nursery for one month.

The nursery has completed a *Key Person Assessment* form to help support his development.

Child: Joshua Gill	Age: 18 Months
Family	Skills and Abilities
<ul style="list-style-type: none"> ○ He lives with his parents and older brother Ben. ○ His father works as a labourer. The family have little money to live on. Joshua does not have many toys to play with at home. ○ His mother works in the local supermarket so Joshua comes to nursery each morning. 	<ul style="list-style-type: none"> ○ He likes to play with transport toys and his favourite is the digger which he can push along, making an appropriate noise. ○ Joshua also plays with wooden blocks and he can build a tower of three. ○ Joshua is happy to play by himself but looks for reassurance from the key person. ○ He is not yet able to share toys and cries if another child takes his toy. ○ He crawls well and can pull himself up on the furniture. He can take steps on his own but is still unsteady on his feet and prefers to hold an adult's hand. ○ If he drops a toy, he sits down to pick it up. ○ He loves to explore the nursery and empties out cupboards and bags in the role-play area. ○ Joshua knows where his coat peg is. ○ Joshua is able to drink from a cup and tries to feed himself but is not able to hold his spoon correctly so the food often falls off.

Home Environment	Other Information
<ul style="list-style-type: none"> ○ The family live in a small village outside of the town. ○ Their house is small and does not have a garden. ○ They don't have a car so have to travel in on a bus which is expensive. 	<ul style="list-style-type: none"> ○ When Joshua was born he had a heart condition and had to spend a month in hospital when he was nine months old. He has now recovered and this is no longer a health issue. ○ When his mother leaves him at nursery, Joshua cries and gets very upset. He has to be distracted by the key person.

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<p>Write your name here</p> <input type="text"/>		<p>Level</p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px;">2</div>
<p>Learner Registration Number</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>	<p>Centre Number</p> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input style="background-color: #ccc;" type="text"/>	
<p>Children's Play, Learning and Development (Early Years Assistant)</p> <p>Unit 2: Child development from Birth Up to 5 Years</p>		<p>Marks</p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
<p>Sample assessment material for first teaching September 2017</p> <p>Task and answer booklet</p>		<p>Supervised hours</p> <div style="border: 1px solid black; padding: 5px; text-align: center; font-size: 24px;">2.5</div>

Information

- This booklet contains material for the completion of the set task under supervised conditions.
- The set task is out of 50 marks.
- 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 should be kept securely until the start of the supervised assessment.
- This set task should be undertaken in the period timetabled by Pearson.



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Turn over ►



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 Joshua's physical development against the expected milestones for his age.

6 marks

Activity 1b

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

6 marks

Activity 2

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

14 marks

Activity 3:

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

24 marks

END OF TASK

TOTAL FOR TASK = 50 MARKS

Complete your work in the answer booklet **below**.

You are an Early Years Assistant working in Terrapin Nursery. You have been asked by the manager to work with the key person to support Joshua's progress.

Activity 1a

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

Use the development chart and Joshua's key person assessment report.

Write a summary:

- identify the physical milestones for a child aged 18 months old
- identify Joshua's current stage of physical development
- conclude whether Joshua's physical developmental progress is normal.

6 marks

Area for writing the summary, consisting of multiple horizontal lines.

A large rectangular area with a solid border and eight horizontal dotted lines, intended for writing or drawing.

Activity 1b

The key person has asked for your help in comparing Joshua’s emotional and social development against the expected milestones for his age.

Use the development chart and Joshua’s key person assessment.

Your assessment should:

- identify the emotional and social milestones for a child aged 18 months old
- identify Joshua’s current stage of emotional and social development
- conclude whether Joshua’s emotional and social developmental progress is normal.

6 marks

A large rectangular box containing horizontal dotted lines for writing the assessment.

A large rectangular area with a solid border, containing seven horizontal dotted lines for writing.

Activity 2

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

Your investigation should:

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

14 marks

A large rectangular box containing 20 horizontal dotted lines for writing the answer.

A large rectangular area with a solid border and 25 horizontal dotted lines, intended for writing.

Activity 3:

Joshua’s key person has asked you to plan an activity to promote Joshua’s physical development.

To do this you should:

- select a milestone to target that Joshua can achieve in the next six months
- use the template provided.

24 marks

i	Title of activity	
ii	Targeted milestone	
iii	Type of activity (This could cover more than one type)	Tick all that apply
		Creative <i>(tick box next to this)</i>
		Construction <i>(tick box next to this)</i>
		Imaginative <i>(tick box next to this)</i>
		Sensory <i>(tick box next to this)</i>
Physical <i>(tick box next to this)</i>		
iv	Description of activity	

	Description of activity (cont.)	
v	Length of activity (duration)	
vi	Role of Early Years Assistant	

vii	Health and safety issues to be addressed	
viii	Resources	

viii	Resources (cont.)	
ix	How activity resources help the child to meet the planned milestone	
x	How activity meets the child's individual needs	

	How activity meets the child's individual needs (cont.)	
xi	What could limit the success of the activity?	
xii	How this activity could be extended in the future for this child	

Unit 2: Child Development from Birth Up to Five Years – mark grid

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Mark grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the mark grid, not according to their perception of where the grade boundaries may lie.
- All marks on the mark grid should be used appropriately.
- All the marks on the mark grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should be prepared to award zero marks if the learner's response is not worthy of credit according to the mark grid.
- Where judgement is required, the mark grid will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learners' work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a levels-based marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band depending on how they have evidenced each of the descriptor bullet points.

Activity 1a and b

Assessment focus	Band 0	Band 1	Band 2	Band 3
<p>Assessment against expected milestones</p> <p>(same grid will be used to mark each area of development identified)</p>	<p>0</p> <p>No rewardable material.</p>	<p>1-2</p> <ul style="list-style-type: none"> Identifies milestones with limited relevance to the area of development Identifies stages of development with limited relevance to milestones A conclusion which is supported by limited comparisons of expected milestones against the actual stage of development 	<p>3-4</p> <ul style="list-style-type: none"> Identifies some milestones with relevance to the area of development Identifies some stages of development relevant to milestones A conclusion which is supported by some comparisons of expected milestones against the actual stage of development 	<p>5-6</p> <ul style="list-style-type: none"> Identifies all milestones relevant to the area of development Identifies all current stages of development relevant to milestones A conclusion which is fully supported by comparisons of expected milestones against the actual stage of development

Activity 2

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
Factors analysis	No rewardable material.	<p>1-3</p> <ul style="list-style-type: none"> Identifies factors with limited relevance to the child in scenario. Contains limited lines of reasoning with limited reference to stimulus Limited response focussing on one area of development 	<p>4-7</p> <ul style="list-style-type: none"> Identifies factors that are mostly relevant to the child in scenario but will contain lapses. Contains lines of reasoning demonstrating understanding of stimulus with some lapses Response relates to both areas of development with a greater emphasis given to one area. 	<p>8-11</p> <ul style="list-style-type: none"> Identifies factors that are relevant to the child in scenario but may contain occasional lapses. Contains lines of reasoning demonstrating understanding of stimulus with occasional lapses Response relates to both areas of development with a slight emphasis given to one area. 	<p>12-14</p> <ul style="list-style-type: none"> Identifies factors that are entirely relevant to the child in scenario. Contains detailed lines of reasoning demonstrating in-depth understanding of stimulus Balanced response across both areas of development.

Activity 3:

Assessment focus	Sub task	Band 0	1-3	4-6	7-8
Activity Planning		0	<ul style="list-style-type: none"> Activity plan is incomplete. Details are likely to be missing. Activity plan lacks appropriateness for scenario, lacks clarity and unlikely to be operational. Activity plan lacks coherence; demonstrates a limited understanding of the relationship between the different parts of the plan. 	<ul style="list-style-type: none"> The activity plan is complete but lacks detail. Activity plan is generally appropriate for scenario, some aspects lack clarity and could be operational but may need adjustments. Presents a mostly coherent activity plan; demonstrates some understanding of the relationship between the different parts of the plan. 	<ul style="list-style-type: none"> A detailed activity plan with all areas completed. Activity plan is appropriate for scenario, clear and operational. Presents an entirely coherent activity plan; demonstrates detailed understanding of the relationship between the different parts of the plan.
	Planning (i-viii)	No rewardable material.			

Activity Planning	Sub Task	0	1-4	5-8	9-12	13-16	
	Justification (ix-xii)		<ul style="list-style-type: none"> Justification for proposed activity plan is attempted but not always relevant to scenario. Limited evaluation of plan which: <ul style="list-style-type: none"> fails to identify appropriate limitations of activity Contains recommendations for future planning that are unlikely to be appropriate. 	<ul style="list-style-type: none"> Justification for proposed activity plan are often present and generally relevant to scenario. Limited evaluation of plan which: <ul style="list-style-type: none"> identifies some limitations of activity and/or are unrealistic in places Contains some relevant recommendations for future planning. 	<ul style="list-style-type: none"> Justification for proposed activity plan are present and relevant to scenario. Evaluation of plan which: <ul style="list-style-type: none"> Describes mostly realistic limitations of the activity Contains relevant recommendations for future planning. 	<ul style="list-style-type: none"> Justification for proposed activity plan shows relevance to scenario. Thorough evaluation of plan which: <ul style="list-style-type: none"> Describes the realistic limitations of the activity and may offer solutions Contains entirely relevant recommendations for future planning and links to wider context. 	
		No rewardable material.					



SAMPLE ASSESSMENT MATERIALS (SAMs)



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