

# Introduction to children and young people's development

## Assessment marking guide

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**4230-110**



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# Introduction to children and young people's development

## Assessor guidance

### Assessment requirements

Candidates must successfully complete all parts of an assessment to a satisfactory and appropriate standard in order to gain a pass for that assessment. The assessments have been designed to assess the ability of candidates to cover a range of issues associated with a given unit. Consequently, it is not appropriate for parts of any assessment to be omitted, submitted incomplete or of an unsatisfactory standard.

All assessments must be completed and assessed within the candidate's period of registration. It is up to centres to decide how long they give candidates to complete their assessments, and this may vary from one unit to another.

Tutors/ assessors are reminded of their responsibility to provide written feedback to candidates regarding their assessments and of the fact that candidates should not be encouraged to submit work for final assessment until it is complete and to the appropriate standard for the task.

Bearing in mind the above responsibility which lies with centres, candidates will normally have two opportunities to submit each individual assessment. Candidates who fail any task should not resubmit work within one week of receiving their result. Centres must provide precise written feedback and where necessary, further learning opportunities to maximise the candidate's potential to succeed on their second attempt.

Candidates may choose to word process their answers. Assessors may guide candidates in the length of their responses. They should use the marking guidance as a rough indication of what should be covered, and use the space provided in the task box (where applicable) as a guide as to how much should be written.

### Grading and marking

Assessments are marked by the centre and graded Pass/Fail only. The highest grade for any of the assessments in this qualification is a **pass**.

If a candidate does not display the required knowledge/competence to achieve a pass for a task, their second opportunity to meet the criteria should be by way of oral questioning. This questioning should take place between the assessor and candidate, and must be evidenced using the correct City & Guilds recording form, available here:

[http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording\\_Forms\\_for\\_centres\\_and\\_candidates.ashx](http://www.cityandguilds.com/~media/Documents/ProvideTraining/Centre%20Document%20Library/Quality-Assurance-documents/Recording_Forms_for_centres_and_candidates.ashx)

### What the results mean

Pass: is achieved when all assessment tasks have been passed.

Fail: when, after the second attempt, there are still a significant number of tasks that have not been completed to the required standard.

Resubmission: normally candidates may resubmit their assessment work once, if tasks were failed on the first submission. However, should centres think that a further assessment opportunity would result in a positive outcome for the candidate, the centre should seek the approval of their Qualification Consultant.

## Marking guidance

<b>Task A: Display</b>				
<b>Show the general pattern of development for children and young people from birth to 19 years.</b>				
	<b>Physical</b>	<b>Communication</b>	<b>Intellectual</b>	<b>Social, emotional behavioural</b>
<b>First year</b>	<p>Rapid growth.</p> <p>Reflex reaction from birth.</p> <p>Muscle tone increases.</p> <p>By the end of the first year most babies are mobile, can sit up unaided, reach out and handle objects.</p>	<p>Cries.</p> <p>Makes babbling noises.</p> <p>Begins to follow the pattern of communication.</p> <p>Begins to know own name.</p> <p>May try simple words.</p>	<p>Investigates own body and seeks eye contact.</p> <p>Investigates objects with hands and mouth.</p> <p>Initially has no sense of object permanence but this develops and child will look for dropped objects.</p> <p>Can identify familiar objects.</p>	<p>Initially attracted to human faces and sounds.</p> <p>Become attached to known figures and may be distressed when these are not present.</p>

	<b>Physical</b>	<b>Communication</b>	<b>Intellectual</b>	<b>Social, emotional behavioural</b>
<b>1-3 years</b>	<p>Starts to walk.</p> <p>Ready to control bladder and bowel.</p> <p>Fine motor skills developing.</p>	<p>Begins to put word together.</p> <p>Gestures to indicate wants.</p> <p>Responds to simple request.</p> <p>Practices grammar.</p> <p>Talks to self during play.</p> <p>Speech is understood by others.</p>	<p>Begins to understand the importance of people and things other than self.</p> <p>Emotion may be displayed in temper tantrums.</p> <p>Enjoys imaginative play which mimics adult behaviour.</p> <p>Can begin to group items (by colour size etc).</p> <p>Retains nursery rhymes, songs etc.</p> <p>Has a basic understanding of quantity and capacity.</p>	<p>Initially children play alone but alongside others then commence co-operative play.</p> <p>Enjoys games and can concentrate for a short while.</p> <p>Able to wait and take turns.</p> <p>Project own experiences onto inanimate objects.</p> <p>Can show affection.</p> <p>Enjoy imaginative play.</p>
<b>4-7 years</b>	<p>Movement becomes more co-ordinated.</p>	<p>Vocabulary and use of grammar develops.</p> <p>Questions.</p> <p>Can use language to express wants, emotions and engage with others.</p> <p>Reading and writing develops.</p>	<p>Able to reason and solve simple problems.</p> <p>Can make up stories and begins to move away from concrete to abstract thinking.</p> <p>Enjoys reading stories and acting them out.</p>	<p>Begins to understand how others feel.</p> <p>Seeks approval of adults.</p> <p>Develops a sense of shame.</p> <p>Enjoys brief separations.</p>

	<b>Physical</b>	<b>Communication</b>	<b>Intellectual</b>	<b>Social, emotional behavioural</b>
<b>8-12 years</b>	<p>Fine motor skills well developed.</p> <p>Little difference in strength between boys and girls at this stage</p>	<p>Complex and compound sentences used.</p> <p>Reading skills continue to develop and ability to write increasingly complex compositions.</p>	<p>Able to appreciate how others are feeling and adapt own behaviour accordingly.</p> <p>Moral development looks outside the immediate environment and may become worried about global factors.</p> <p>Able to consider past present and future in context.</p>	<p>Developing sense of self and will question received information about behaviour.</p> <p>May be self critical of own work.</p> <p>More aware of gender differences.</p>
<b>13-19 years</b>	<p>Puberty for both boys and girls.</p> <p>Growth completed.</p>	<p>Fully able to use language to express emotions and complex concepts.</p> <p>Reading and writing proficiency developed.</p>	<p>Logical thought and ability to deal with complex abstract concepts.</p> <p>Deductive reasoning and strategic planning used.</p> <p>May become more self-interested as they establish their place in the world and plan for their future.</p>	<p>Adolescence where received wisdom is questioned.</p> <p>May become rebellious of authority.</p> <p>Interest in sexual attraction.</p> <p>Developing independence.</p>
	Any other acceptable answers.			

**Identify the aspects of children's or young people's lives which can affect their development.**

Candidates must give example to illustrate their point. Aspects of a child's life which might affect their development include:

- family composition
- family income
- physical environment
- health of child / carer or other family member
- impairment of child / carer or other family member.

Any other acceptable answer.

**Show different ways to support children's and young people's development.**

Ways of supporting children's development include:

**Physical development**

- games which encourage movement
- use of activities and toys that encourage movement
- encourage fine motor skills with painting, drawing etc
- encourage hand eye co-ordination with balls games etc
- encourage dressing (develops gross and fine motor skills).

**Communication**

- talk to babies and children
- singing games
- respond to all forms of communication
- do not over correct errors
- answer questions and engage in conversations.

**Intellectual development**

- play games such as "peek a boo"
- introduce a wide range of books and resources suitable for age and stage
- display materials created by the child
- encourage education abilities
- provide a stimulating environment.

**Social, emotional and behavioural development**

- introduce child to other children and adults
- model acceptable behaviour
- set boundaries and be prepared to say "no"
- develop confidence through praise.

NB: This list is not exhaustive. Other acceptable answers should be considered.

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