

Mark Scheme (Results)

June 2014

NQF BTEC Level 1/Level 2 Firsts in
Children's Play, Learning and
Development

Unit 1: Patterns of Child Development
(21486E)

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Question Number	Answer	Mark
1	C Gross motor development	1

Question Number	Answer	Mark
2	C Nine months	1

Question Number	Answer	Mark
3	A Provide crayons to encourage the child to scribble	1

Question Number	Answer	Mark
4	B They may be distracted from having tantrums	1

Question Number	Answer	Mark
5	A Eating with a knife and fork D Pointing using their index finger 2 x 1	2

Question Number	Answer	Mark
6	The increasing acquisition of skills and/or knowledge Accept other suitable answers that must include skills and/or knowledge. Do not accept references to growth, milestones or PIES/PILES.	1

Question Number	Answer	Mark
7	Award one mark for each example up to a maximum of two marks: <ul style="list-style-type: none"> • Hop (on one foot) • Walk along a line • (Aim and) throw a ball • Kick a ball (with force) • Ride a tricycle (using pedals) • Ride a bicycle with stabilisers • Run (avoiding obstacles) • Skip (with a rope) • Throw a large ball to another person • Catch a large ball (from another person) 2 x 1	2

Question Number	Answer	Mark
8	Head Circumference	1

Question Number	Answer	Mark
9	<p>Award one mark for each factor to a maximum of two marks:</p> <ul style="list-style-type: none"> • Heredity • Hormones • Nutrition/Healthy diet • Sleep • Illness • Emotional influences <p style="text-align: right;">2 x 1</p> <p>Accept any other appropriate response</p>	2

Question Number	Answer	Mark
10	Three and/or four years old	1

Question Number	Answer	Mark
11	Five and/or eight years old	1

Question Number	Answer	Mark
12	<p>Award one mark for identification of a newborn reflex :</p> <ul style="list-style-type: none"> • Moro reflex/startle reflex • Rooting reflex • Tonic neck reflex • Sucking reflex • Grasp reflex • Stepping/ walking reflex • Babinski reflex <p style="text-align: right;">1 x 1</p>	1

Question Number	Answer	Mark
13	<p>Award one mark for identification of an activity and one additional mark for description of how it will develop her number skills.</p> <p>For example:</p> <p>Romana could use counters/money (1) and use this to count up to a hundred (1).</p> <p>Romana could role play being a cashier (1) and this will develop her calculation skills (1).</p> <p>Romana could play with a toy clock (1) to learn to tell the time (1).</p> <p>Accept any other appropriate responses.</p>	2

Question Number	Answer	Mark
14	<p>Award one mark for identification of an activity and one additional mark for description of how it will develop his language skills.</p> <p>For example:</p> <p>Ali could join in with singing (1) and this will support him joining words together (1).</p> <p>Ali could look at books with an adult (1) and this will help him to develop his vocabulary (1).</p> <p>Ali could join in routine responses e.g. good morning (1) and this will enable him to join words together (1).</p> <p style="text-align: right;">1 x 2</p> <p>Accept any other appropriate responses.</p> <p>Do not accept any responses relating to learning to read.</p>	2

Question Number	Answer	Mark
15	<p>Award one mark for identification of how the early years professional supports Josh's 'emotional and social development' and one additional mark for a developed explanation.</p> <ul style="list-style-type: none"> • The nursery staff could support his 'emotional and social development' by setting up play activities (1) so encouraging Josh to play cooperatively with other children (1) • The nursery staff could support his 'emotional and social development' by encouraging him to express his feelings (1) so encouraging Josh to be confident and relate to others (1) • The nursery staff could support his 'emotional and social development' by encouraging him to interact with other children (1) so supporting him to share and take turns (1) <p style="text-align: right;">1 x 2</p> <p>Accept any other appropriate response</p>	2

Question Number	Answer	Mark
16	<p>Award one mark for identification of how PE supports Saskia's gross motor development and one additional mark for an explanation of the enhancement of the gross motor skills.</p> <ul style="list-style-type: none"> • In PE Saskia could run around a circuit of different apparatus (1) this would encourage Saskia to swerve and dodge (1) • In PE Saskia could do gymnastics – e.g. balance on a beam (1) to further develop her coordination skills (1) • Ball games could be included e.g. tennis (1) this could develop Saskia's hand-eye coordination further (1) <p style="text-align: right;">1 x 2</p> <p>Accept any other appropriate response</p>	2

Question Number	Answer	Mark
17 (a)	<p>Award one mark for identification of one effect on Saira's 'emotional and social development' and one additional mark for a developed description of this effect.</p> <ul style="list-style-type: none"> • Changes to her school routine may cause Saira to become unsettled (1) Saira may cry and be upset showing her emotions (1) • Starting a new school may give Saira independence/confidence (1) as she may make new friends (1) • A new sister could cause Saira to feel that she does not have her parents complete attention anymore (1) Saira may start to misbehave with jealousy (1) • A new sister could mean Saira feels love and friendship to her (1) she will develop a close emotional bond to her sibling (1) <p style="text-align: right;">1 x 2</p> <p>Accept any other appropriate response</p>	2

Question Number	Answer	Mark
17 (b)	<p>Award one mark for identification of one way Saira's parents could minimise the negative impact on her 'emotional and social development' and one additional mark for a developed explanation.</p> <ul style="list-style-type: none"> • They could establish new routines (1) this would support Saira to establish feelings of security (1) • They could encourage Saira to develop new positive relationships (1) to focus on spending time with her new sister to develop friendship (1) • They could include Saira in caring for her new sister (1) helping out with bath time could make Saira feel included and not left out (1) • They could hold and cuddle Saira close regularly (1) this would show their love and care and reassure Saira (1) • They could encourage Saira to express her feelings and emotions in a safe environment (1) this could help to develop Saira's confidence and self-esteem <p style="text-align: right;">1 x 2</p> <p>Accept any other appropriate response</p>	2

Question Number	Answer	Mark
17 (c)	<p>Award one mark for identification / brief explanation of one way Saira’s teachers could minimise the negative impact on her ‘emotional and social development’ and one additional mark for a developed explanation.</p> <ul style="list-style-type: none"> • Teachers could encourage Saira to develop new relationships (1) this could positively affect Saira and minimise the negatives of being the new girl at school (1) • Her teachers could provide age and situation appropriate play for Saira and her peers (1) this could encourage Saira to interact with others through role play (1) • They could encourage Saira to help other children at school (1) this could make Saira feel valued and that she belongs (1) • They could encourage Saira to express her feelings and emotions (1) this may help Saira to become more confident through developing her self-esteem (1) <p style="text-align: right;">1 x 2</p> <p>Accept any other appropriate response</p>	2

Question Number	Answer	Mark
18 (a)	<p>The way children communicate and develop speech, including reading and writing.</p> <p>Accept other suitable answers that must include speech/talking, reading and writing.</p>	1

Question Number	Answer	Mark
18 (b)	<p>Award one mark for each identification of one way Peter's 'communication and language' development can be helped and one additional mark for a developed explanation.</p> <ul style="list-style-type: none"> • They could communicate using eye contact(1)this would encourage Peter to develop his listening skills(1) • They could encourage Peter to ask lots of questions (1) this would develop Peter's communication skills (1) • They could read books to Peter and encourage him to follow the words with his finger (1) this would develop his vocabulary (1) • The playgroup staff could communicate with Peter's parents on what they could do to support Peter's language development (1) they could share reading books that are suitable for Peter's age and stage that his parents could read at home with Peter. (1) • They could encourage Peter to join in with singing and nursery rhymes (1) this could develop Peter vocabulary in a more fun and memorable way for Peter (1) <p style="text-align: right;">1 x 2</p> <p>Accept any other appropriate response</p>	2

Question Number	Answer	Mark
18 (c)	<p>Award one mark for identification of each way the delay in Peter's 'communication and language' development may affect his social development and one additional mark for each developed explanation.</p> <ul style="list-style-type: none"> • His delay may mean he is less able to play cooperatively with his peers at playgroup (1) this may result in not being accepted by his peers and making many friends (1) • Peers may not understand him (1) as young children themselves they may present negative behaviour towards Peter (1) • A low self-esteem because of not fitting in / being different (1) could make Peter withdraw from social activities and want to be on his own (1) • Peter's language delay may make him frustrated, especially around other children (1) this may result in Peter becoming frustrated and unable to play with his peers appropriately (1) <p style="text-align: right;">2 x 1 2 x 1</p> <p>Accept any other appropriate response</p>	4

Question Number	Answer	Mark
19 (a)	<p>Award one mark for each cognitive skill, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • 'freezes' if hears a sound played softly • Can recognise familiar routines • Alert and follows movement with eyes if objects are close • Can explore objects by putting in mouth • Recognises voices • Can look for dropped objects/ objects that they see being hidden • Enjoys throwing toys to the ground and watching their descent • Learns by trying things out and repeating if successful/'trial and error' • Explores objects by sight and sound • Very curious to explore environment • Remembers where things belong • Recognises self in the mirror • Remember past experiences • Recognises self in photograph • With help can complete simple puzzles <p style="text-align: right;">2 x 1</p> <p>Do not accept any other response.</p>	2

Question Number	Answer	Mark
19 (b)	<p>Award one mark for identification of each benefit for Kris's emotional development and one additional mark for each developed explanation.</p> <ul style="list-style-type: none"> • Kris is a strong swimmer and enjoys swimming so her self-concept would be positive (1) this could increase her self-esteem and how she feels about herself (1) • Being good at swimming may positively influence Kris' confidence (1) this could help to compensate for her lack of confidence with reading (1) • Being involved in a swimming club she will be developing friendships (1) this will positively affect how she feels towards others/peers (1) <p style="text-align: right;">1 x 2 1 x 2</p> <p>Accept any other appropriate response</p>	4

Question Number	Indicative content
20	<p>Learners will be expected to show that they understand that adults in early years settings can positively influence children’s holistic development.</p> <p>Gross motor and fine motor development:</p> <ul style="list-style-type: none"> • By meeting children’s physical needs by providing a well ventilated sleep area for children to sleep at regular intervals. • By meeting children’s physical needs by providing a relaxing sleep area for children to sleep at regular intervals. • Meeting diet and nutritional needs in accordance with policy and parental wishes • Providing opportunities to be outdoors • Providing age appropriate resources and activities that encourage gross and fine motor skills both indoors and outdoors • Providing opportunities for children to meet their physical needs • Providing resources and activities that encourage children to touch, feel and explore objects with their senses. <p>Cognitive development:</p> <ul style="list-style-type: none"> • Providing objects and games that encourage children to develop their memory and imaginative skills, and helping them to think about others. • Providing age and stage appropriate activities and resources that encourage problem-solving skills. • Providing opportunities for children to visit different places and experience new things. • Encouraging children to ask questions, helping children to link new experiences to past ones (memory and recall). <p>Communication and language development:</p> <ul style="list-style-type: none"> • Taking time to talk, and smiling and maintaining eye contact to encourage listening skills. • Encouraging speaking and listening skills by using nursery rhymes, picture books, telling stories, show and tell, and by asking questions such as ‘what’, ‘where’ and ‘who’ to encourage speaking. • Providing role-play activities for pretend play. • Encouraging writing skills by copying their own name and familiar names and words. • Encouraging creative expression through stories, poetry, dance, drama and making music. <p>Emotional and social development:</p> <ul style="list-style-type: none"> • Encouraging bonding through holding children close, maintaining eye contact, talking in appropriate tone. • Maintaining proximity as key person, responding to changing behaviour such as clinging, resistance, temper tantrums by helping children express their emotions positively without hurting others. • Supporting children through appropriate transitions such as moving home, new sibling, change of carer. • Encouraging confidence and self-esteem, encouraging children to express their feelings through activities and resources, and encouraging

		<p>children to share and help other peers or adults.</p> <ul style="list-style-type: none"> • Maintaining appropriate proximity to children while allowing them to express themselves freely and safely. • Encouraging children to develop positive relationships and encouraging children to challenge negative comments and actions from others. • Helping children to understand their changing emotions and dealing with them positively through discussion or role-play. • Introducing everyday routines to establish security. • Providing age appropriate play to encourage children to interact with other children, support others and learn to share and take turns. • Encouraging children to be thoughtful and cooperative with others by praising them and being a positive role model. • Encouraging children to develop a range of friendships. <p>Accept any other appropriate response</p>
Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. Points made will be superficial/generic and not applied/directly linked to how an adult influences children's development in an early years setting. Only one or two areas of children's development included.
Level 2	4-6	Some points identified, or a few key points described. Most points made will be relevant to how the adult influences children's development in an early years setting, but the link will not always be clear. Three or more areas of children's development included. The answer is unbalanced.
Level 3	7-8	A range of points described, or a few key points discussed in depth. All sides of the case are considered and the answer is well balanced giving weight to holistic development. The majority of points made will be relevant and there will be a clear link to how the adult influences children's development in an early years setting. Children's development discussed holistically.

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