



# Mark Scheme (Results)

June 2015

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 Cognitive | 1    |

| Question Number | Answer            | Mark |
|-----------------|-------------------|------|
| 2               | D Eighteen months | 1    |

| Question Number | Answer                      | Mark |
|-----------------|-----------------------------|------|
| 3               | C Provide sit and ride toys | 1    |

| Question Number | Answer       | Mark |
|-----------------|--------------|------|
| 4               | B Fine motor | 1    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 5               | B Taking turns and sharing<br>E Comparing self with others<br><br>2 x 1 | 2    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 6               | This is the fine manipulative movement / use of fingers / toes / hands / grasps (1), developing hand-eye coordination / example of fine motor activity (1).<br><br>Accept other suitable answers that <b>must</b> include references to manipulation.<br><br><b>Do not accept references to gross motor examples.</b><br><br>2 x 1 | 2    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 7               | <p>Award <b>one</b> mark for each example up to a <b>maximum of two</b> marks:</p> <ul style="list-style-type: none"> <li>• recognise numerals up to 100</li> <li>• do simple calculations / equations</li> <li>• show simple reasoning / problem solving</li> <li>• can 'conserve' quantities</li> <li>• can 'conserve' numbers</li> <li>• can 'conserve' volume</li> <li>• completes a simple maze</li> <li>• starting to tell the time</li> <li>• understands the need for rules</li> <li>• uses rules</li> <li>• can be reasoned with</li> </ul> <p>Accept any other appropriate responses. 2 x 1</p> | 2    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 8               | <p>Award a maximum of two marks for a linked pair</p> <p>Links to cognitive development (1) which helps children to understand new concepts (1)</p> <p>Links to social development (1) which helps children to play / socialise / develop friendships with other children (1)</p> <p>Links with emotional development (1) which helps children express their feelings / might affect their behaviour / confidence / self esteem (1)</p> <p>Accept any other appropriate response.</p> | 2    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 9               | <p>Award one mark each for any of the following for a total of two marks</p> <ul style="list-style-type: none"> <li>• heredity / genes</li> <li>• hormones</li> <li>• nutrition / diet</li> <li>• sleep / tiredness</li> <li>• illness</li> <li>• emotional influences</li> <li>• (measuring) height</li> <li>• (measuring) weight</li> <li>• (measuring) head circumference</li> </ul> <p>Accept any other appropriate responses.</p> <p style="text-align: right;">2 x 1</p> | 2    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 10 (a)          | <p>Accept:<br/> Three (years old)<br/> Two and half (years old)<br/> Two and half to three (years old)<br/> 2.5 (years old)<br/> Thirty months<br/> Thirty-six months<br/> Thirty to thirty-six months</p> <p>Do not accept:<br/> Two (years old)<br/> Two to Three (years old)</p> <p>Accept numerals or words written in full.</p> | 1    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 10 (b)          | <p>Accept:<br/> Six months (old)</p> <p>Accept numerals or word written in full.</p> | 1    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 10 (c)          | <p>Accept:<br/> Eight months<br/> Nine months<br/> Eight or nine months<br/> Eight to nine months</p> <p>Accept numerals or word written in full.</p> | 1    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 11              | <p>Accept two marks for one of the following linked pairs</p> <p>Meeting children's physical needs by providing a well-ventilated and relaxing sleep area for children to sleep at regular intervals (1) this encourages growth repair / rest for muscles (1)</p> <p>Meeting diet and nutritional needs in accordance with policy and parental wishes (1) to provide energy (1)</p> <p>Providing opportunities or encouragement to be outdoors / exercise (1) to provide vitamin D for bone strength / opportunities to run / strengthen large / fine muscle groups/ practice/ improve physical skills (1)</p> <p>Accept any other appropriate responses.</p> <p>Do not award marks for stating fine / gross motor skills with no further expansion.</p> | 2    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 12              | <p>Award a maximum of two marks. For each way award one mark for a correct way and one for an appropriate <b>linked description</b> from the following lists.</p> <p><b>Ways</b></p> <p>Providing appropriate objects / games (1)</p> <p>Providing age / stage appropriate activities (1)</p> <p>Providing opportunities to visit different places (1)</p> <p>Encouraging children to ask questions (1)</p> <p>Link new experiences to past ones (1)</p> <p>Experience new things (1)</p> <p>Asking children questions (1)</p> <p><b>Description</b></p> <p>Encourage children to develop their memory / Imaginative skills (1)</p> <p>Encourage problem-solving skills (1)</p> <p>Encourage exploration / investigation (1)</p> <p>Develop understanding (1)</p> <p>Increase knowledge (1)</p> <p>Support memory / recall / prediction (1)</p> <p>Accept any other appropriate response</p> <p style="text-align: right;">2 x 1</p> | 2    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 13              | <p>Award one mark each for any of the following for a total of two marks</p> <ul style="list-style-type: none"> <li>• stories</li> <li>• poetry</li> <li>• dance</li> <li>• drama</li> <li>• making music</li> <li>• art activities</li> <li>• craft activities</li> <li>• technology</li> <li>• construction</li> </ul> <p>Accept any other appropriate response</p> | 2    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 14 (a)          | <p>Award a total of four marks. For each way award one mark for a correct way and one for an appropriate <b>linked description</b> from the following list (max 2 marks per linked statement/response).</p> <p>encourage bonding (1)<br/> key person (1)<br/> support through transitions (1)<br/> help to understand emotions (1)<br/> provide age-appropriate play (1)<br/> encourage thoughtful and cooperative behaviour (1)<br/> encourage development of friendships / relationships (1)<br/> act as a role model (1)<br/> provide everyday routines (1)<br/> make her feel secure (1)<br/> build trusting relationships with child / parents (1)<br/> give praise and encouragement (1)<br/> encourage development of positive relationships (1)<br/> encourage socialisation with others (1)<br/> encourage confidence and self-esteem (1)</p> <p>Accept any other <b>age appropriate</b> response.</p> | 4    |

| Question Number | Answer  | Mark |
|-----------------|---|------|
| 14 (b)          | <p>Award a maximum of two marks. For each way award one mark for a correct way and one for an appropriate <b>linked description</b> from the following lists.</p> <p><b>Rosie's emotional development</b><br/> Rosie may be:<br/> Upset (1)<br/> Frustrated (1)<br/> Confused (1)<br/> Withdrawn (1)<br/> Happy (1)<br/> Secure / insecure (1)</p> <p><b>Relationship to social development</b><br/> Socialise / join in (1)<br/> Take turns (1)<br/> Share (1)<br/> Play with other children (1)<br/> Develop friendships / relationships (1)</p> <p>Accept any other age-appropriate response</p> | 2    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 15 (a)          | <p>Award <b>one</b> mark for any number between 10 and 20 words.<br/> <b>Accept "around 15 words"</b><br/> <b>Do not accept any response that has a number outside the range</b></p> | 1    |



| Question Number | Answer   | Mark |
|-----------------|--|------|
| 15 (b)          | <p>Award a total of four marks for any two appropriate linked pairs, such as:</p> <p>taking time to talk, and smiling and maintaining eye contact (1) to encourage listening skills (1)</p> <p>encouraging speaking and listening skills (1) by using nursery rhymes / picture books / music / songs / puppets (1)</p> <p>telling stories / reciting rhymes / singing (1) to encourage repetition / expand vocabulary (1)</p> <p>asking questions such as 'what' / 'where' / 'who' (1) to encourage interaction / communication (1)</p> <p>providing role-play objects for pretend play (1) to encourage interactions with adults / objects (1)</p> <p>Accept any other age-appropriate response</p> | 4    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 16 (a)          | <p>Award a maximum of four marks for two of the following linked pairs</p> <p>Use small interlocking blocks (1) to imaginatively construct freestanding objects (1)</p> <p>Using pencil drawn mazes (1) to reach a goal (1)</p> <p>Floating and sinking activity (1) to work out what is needed to make objects float(1)</p> <p><b>Accept any other response that provides age and stage appropriate activities to support problem solving (1) and identifications of how it encourages problem-solving skills (1)</b></p> | 4    |

| Question Number | Answer   | Mark |
|-----------------|--|------|
| 16 (b)          | <p>Award a total of four marks. For each way award one mark for a correct way and one for an appropriate <b>linked explanation</b> from the following list (max 2 marks per linked statement/response).</p> <p>Listening (1)</p> <p>Memory (1)</p> <p>Understand questions (1)</p> <p>Ask questions (1)</p> <p>Help to expand knowledge (1)</p> <p>Help to expand vocabulary (1)</p> <p>Help to understand concepts (1)</p> <p>Help express thoughts (1)</p> <p>Developing reading / writing (1)</p> <p>Develops problem-solving (1)</p> <p>Develop numeracy (1)</p> <p>Develop thought processes (1)</p> <p><b>Accept any other age appropriate answer.</b></p> | 4    |

| Question Number | Indicative content   |   |
|-----------------|--|---|
| 17              | <p><b>Supporting physical development</b><br/>           Providing a well-ventilated area<br/>           Promote relaxing sleep<br/>           Meeting diet and nutritional needs to promote growth<br/>           Providing opportunities to be outdoors<br/>           Activities that support gross and fine motor skills</p> <p><b>Supporting emotional and social development</b><br/>           Encouraging bonding / holding children close / maintaining eye contact<br/>           Talking in appropriate tone<br/>           Key person approach<br/>           Introducing everyday routines to establish security<br/>           Activities that support emotional and social development</p> <p><b>Supporting communication and language development</b><br/>           Talking, smiling and maintaining eye contact<br/>           Activities that support communication and language development</p> <p><b>Supporting cognitive development</b><br/>           Rhymes and songs to aid memory<br/>           Providing objects and games to aid sensory development<br/>           Activities that support cognitive development</p> <p><b>Supporting growth</b><br/>           Meeting diet and nutritional needs<br/>           Promote relaxing sleep<br/>           Monitoring growth (height/weight/head circumference)</p> <p><b>Accept any other appropriate response relevant to development in the first six months.</b></p> |   |
| Level           | Mark   | Descriptor  |
|                 | 0  | No rewardable material  |
| Level 1         | 1-3  | A few areas of development / growth identified, or one area of development / growth 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 supports growth and/or development in the first six months of a child's life. |
| Level 2         | 4-6  | A range of areas of development / growth described, or a few areas of development / growth described in some detail. Most points made will be relevant and there will be some links to how the adult supports growth and/or development in the first six months of a child's life. The answer is unbalanced.                          |
| Level 3         | 7-8  | All areas of development are considered and the answer is well balanced. Points made will be relevant and there will be a clear link to how the adult supports growth and development in the first six months of a child's life.  |



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