



Mark Scheme (Results)

June 2016

BTEC Level 1/Level2 Firsts in Children's
Play, Learning and Development

Unit 1: Patterns of Child Development
(21486E)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes 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 scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1	B. Hopping on one foot	1

Question Number	Answer	Mark
2	A. Knowing own name C. Using complex sentences	2

Question Number	Answer	Mark
3	B. Eight months	1

Question Number	Answer	Mark
4	D. Friendships	1

Question Number	Answer	Mark
5	B. Taking time to talk	1

Question Number	Answer	Mark
6	Award one mark for a correct response. Centile	1

Question Number	Answer	Mark
7	C. Recognise self in photos E. Complete simple puzzles	2

Question Number	Answer	Mark
8	<p>Max will be aged four to five years.</p> <p>Accept:</p> <ul style="list-style-type: none"> • 48 – 60 months (also accept any number within this range) • 4 – 5 (years) • 4 1/2 (years) • 4 years 6 months • 4 (years) • 5 (years) • Four – Five (years) • Four (years) • Five (years) • Four and a half (years) <p>Do not accept any ages below four or above five years.</p>	1

Question Number	Answer	Mark
9(a)	<p>Award one mark for an appropriate response.</p> <ul style="list-style-type: none"> • How a child develops thought processes/perception/memory/imagination / problem solving/increase their knowledge and/or understanding/learning/doing puzzles (1) <p>Accept other suitable answers.</p>	1

Question Number	Answer	Mark
9 (b)	<p>Award one mark for a way in which adults support children and one further mark for a linked response.</p> <ul style="list-style-type: none"> • Provide objects/games (1) to encourage children’s memory/imaginative skills/creativity/knowledge (1) • Provide age and stage appropriate activities/resources (1) that will encourage problem-solving skills (1) • Provide opportunities for children to ask questions (1) which will help develop memory and recall (1) <p>Accept any other appropriate response.</p> <p>Accept reference to specific games/activities/resources that would promote cognitive development.</p>	2

Question Number	Answer	Mark
10	<p>Award one mark for each example, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Use complex sentences • Use words such as because • Count accurately up to 10 • Talk about what has happened/what might happen • Use language to argue/answer back <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
11	<p>Award one mark for each response, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Starts to compare self with others • Becomes more aware of the feelings and needs of others • Confidence in self may be shaken by 'failure' • Has strong friendships • Has friendships often of the same gender • Understands that others have different viewpoints • Can read facial expressions of others accurately • Recognises what others may be feeling <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
12	<p>Accept any of the following:</p> <ul style="list-style-type: none"> • Eighteen months • 18 months • 1 ½ (years) • One and a half (years). 	1

Question Number	Answer	Mark
13	<p>Award one mark for a correct response.</p> <p>Child development is defined as the increasing acquisition of/more skills/knowledge gained by a child</p> <p>Accept any other appropriate response.</p> <p>Do not accept PILES/milestones without reference to increasing/more skills or knowledge.</p>	1

Question Number	Answer	Mark
14(a)	<p>Award one mark for a correct response.</p> <ul style="list-style-type: none"> • Her parents have had a new baby • Jealous of new baby • She has started in a new setting • She is experiencing a transition • She has separation anxiety <p>Accept any other age appropriate response. Do not accept one word responses</p>	1

Question Number	Answer	Mark
14 (b)	<p>Give one mark for an appropriate way and one further mark for a linked response.</p> <p>Brogan is two years old.</p> <p>The key person/adult could:</p> <ul style="list-style-type: none"> • Encourage Brogan to express her emotions through role play (1) as this will help her confidence (1) • Support the development of key person relationship (1) to help Brogan feel trusted/valued (1) • Provide everyday routines(1) to establish stability/consistency • Provide activities (1) that will help Brogan develop/express emotions positive relationships (1) • Encourage Brogan to express her feelings positively (1) through praise/role modelling (1) • Allowing comfort objects (1) as this will help her safe/secure <p>Accept any other age appropriate response.</p> <p style="text-align: right;">2 x 1</p>	2

Question Number	Answer	Mark
15	<p>Award one mark for providing a way and one further mark for a developed response.</p> <ul style="list-style-type: none"> • Provide activities/resources such as buttons/ threads/scissors/crayons/paints/knives/fo rks/ beads (1) to encourage fine manipulative movement or control/tripod grasp/hand-eye coordination/develop strength (1) <p>Accept any age appropriate response.</p> <p>Do not accept palmer/pincer grasp.</p>	2

Question Number	Answer	Mark
16(a)	<p>Award one mark for each correct response, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Run, avoiding obstacles eg. tag • Skip with a rope • Throw/kick a large ball to a partner • Catch a large ball • Riding a bicycle/skateboard/roller skates • Hop/jump/skip • Balance/coordination • Activities eg. Swimming/hopscotch/football <p>Accept any other age appropriate response</p>	2

Question Number	Answer	Mark
16(b)	<p>Award one mark for each correct response and one further mark for each developed response.</p> <p>Jamil is four years old.</p> <ul style="list-style-type: none"> • Provide opportunities to develop numeracy skills (1) to help Jamil count up to 10 accurately/match equal sets of objects (1) • Provide resources/activities to encourage Jamil's cognitive skills (1) that help him to develop his memory/ imaginative/problem-solving skills/simple calculations (1) • Encourage Jamil to ask questions (1) to link new experiences to past ones/develop memory and recall (1) • Provide opportunities for Jamil to visit different places/experiences (1) to increase knowledge/understanding/concentration(1) <p>Accept any other age appropriate response, do not accept 'simple puzzles'.</p> <p>2 x 2</p>	4

Question Number	Answer	Mark
17	<p data-bbox="371 271 1002 338">Award one mark for identifying each for a maximum of two marks.</p> <ul data-bbox="421 376 1098 819" style="list-style-type: none"><li data-bbox="421 376 1098 450">• Smile/maintain eye contact whilst talking (1)<li data-bbox="421 456 1098 530">• Encourage listening to the sounds of words eg. 'mamma and dadda' (1)<li data-bbox="421 537 1098 573">• Encourage turn taking in conversation (1)<li data-bbox="421 580 1098 654">• Encourage speaking and listening skills (1)<li data-bbox="421 660 1098 734">• Singing/telling nursery rhymes/reading (1)<li data-bbox="421 741 1098 815">• Games/resources that encourage communication eg. Puppets and books (1) <p data-bbox="469 869 970 943">Accept any other age appropriate response.</p> <p data-bbox="1050 949 1102 981">2x1</p>	2

Question Number	Answer	Mark
18	<p>Award one mark for identifying a way and one mark for a linked answer.</p> <ul style="list-style-type: none"> • Provide activities/games that encourage a child's memory (1) through asking questions (1) • Encourage children to link past experiences to new ones (1) to encourage memory and recall (1) • Provide children with mathematical concepts (1) to encourage simple calculations/counting (1) • Encourage activities that help children to think about themselves/others(1) to understand the need for rules (1) • Encourage activities/resources to promote problem-solving skills (1) to help a child show simple reasoning/develop imaginative skills (1) <p>Accept any other age appropriate response, including examples of activities and/or opportunities from five to eight years cognitive development range from the specification but not from the seven year olds range.</p>	4

Question Number	Answer	Mark
19	<p>Award one mark for identifying a language development and one further mark for an appropriate link to a social and emotional development from the following lists.</p> <p>Language development Because the child:</p> <ul style="list-style-type: none"> • Has an increased vocabulary (1) • Uses questions (1) • Uses language fluently (1) • Talks well/good/clearly (1) <p>Social and emotional development Helps children to:</p> <ul style="list-style-type: none"> • Express emotions (1) • Play cooperatively (1) • Interact with other children (1) • Find it easier to wait (1) • Take turns and share (1) • Comfort another child (1) • Develop friendships (1) <p>Accept any other age appropriate response including responses that focus on the impact of not having appropriate language skills</p>	2

Question Number	Answer	Mark
20	<p>Award one mark for an appropriate response and one further mark for a linked response.</p> <ul style="list-style-type: none"> • provide a well-ventilated/relaxing sleep area for Brad (1) to promote sleep at regular intervals (1) • provide for diet and nutritional needs (1) to promote growth (1) • provide opportunities to be outdoors (1) to encourage sleep/vitamin D (1) • provide age appropriate opportunities to encourage balance and coordination (1) encourage a child to sit up/roll over/strengthen muscles/developing locomotion (1) • provide age appropriate opportunities to encourage grasping/reaching (1) to strengthen muscles/develop hand eye coordination (1) <p>Accept any other age appropriate response.</p> <p style="text-align: right;">2x2</p>	4

Question Number	Indicative content
21	<p>Responses must show some reference to social and emotional development which could include:</p> <ul style="list-style-type: none"> • Encouraging children to develop friendships/relationships with children/adults • Encouraging children to play/interact with other children/adults • Encouraging children to play cooperatively with other children • Encouraging children to share/take turns/understand rules/boundaries • Promotes bonding/attachments • Promote self-esteem/confidence • Encouraging children to express their emotions/feelings • Help children to understand their own and others emotions • Encouraging positive behaviour thorough role modelling • Supporting children through transitions <p>A link must be made to ONE other area of development. Where more than one area is included accept the strongest link to ONE other area.</p> <p>Responses could include:</p> <p>Cognitive development</p> <ul style="list-style-type: none"> • Encourages children to make connections between people/events • Encourages children to develop knowledge/understanding of their environments • Encourages children’s confidence in developing problem-solving skills • Encourages children to understand different viewpoints • Helps develop children’s memory/imaginative skills to help them think of self/others <p>Physical development</p> <ul style="list-style-type: none"> • Encourages children’s confidence to participate in activities that help develop fine/gross motor development • Encourages children to cooperate with other children in physical activities/team sports <p>Communication and language development</p> <ul style="list-style-type: none"> • Helps to encourage speaking and listening skills • Helps to encourage children to communicate/interact/socialise with other children/ adults

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<p>A few key points identified, or one point described.</p> <p>The answer is likely to be brief giving only an outline of social and emotional development and how it can promote one other area of development.</p> <p>It is likely to be superficial/generic and will be supplemented with little or no examples or links to one other area of development.</p> <p>The answer is likely to be in the form a list.</p>
Level 2	4-6	<p>Some points identified, or a few key points described in detail.</p> <p>A detailed response with examples.</p> <p>Most points will be relevant but clear links are not always made to the promotion of the other area of development.</p>
Level 3	7-8	<p>One area of development explained in depth.</p> <p>The answer is well balanced giving weight to all viewpoints.</p> <p>The majority of points made will be relevant and there will be a clear link to the promotion of the other area of development.</p>