

# Mark Scheme (Results)

January 2017

BTEC Level 1/Level 2 First Award in  
Children's Play, Learning and Development

Unit 1: Patterns of Child Development  
(21486E)

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Question Number	Answer	Mark
1	B Holistically	1

Question Number	Answer	Mark
2	C Cognitive	1

Question Number	Answer	Mark
3	B Forms specific attachments E Shows wariness of strangers	2

Question Number	Answer	Mark
4	D Developmental norms	1

Question Number	Answer	Mark
5	A Join words together E Recognise self in mirror	2

Question Number	Answer	Mark
6	<p>Award <b>one</b> mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Movement of fingers (1)</li> <li>• Hand-eye coordination (1)</li> <li>• Pincer grasp (1)</li> <li>• Tripod grasp (1)</li> <li>• Palmer (1)</li> <li>• Draw a circle (1)</li> <li>• Button and unbutton clothes (1)</li> <li>• Eat with a knife and fork (1)</li> <li>• Sew large stitches (1)</li> <li>• Writing (1)</li> <li>• Drawing (1)</li> <li>• Painting (1)</li> </ul> <p>Accept any other appropriate response that relates to fine motor development.</p>	2

Question Number	Answer	Mark
7	A Cooperate with others	1

Question Number	Answer	Mark
8	<p>Award <b>one</b> mark for any <b>one</b> of the following.</p> <p>Melissa is expected to:</p> <ul style="list-style-type: none"> <li>• Walk unaided (1)</li> <li>• Walk/climb upstairs with help (1)</li> <li>• Squat/bends to pick up toys (1)</li> <li>• Run (1)</li> <li>• Climb onto furniture (1)</li> <li>• Use sit and ride toys (1)</li> </ul> <p>Do <b>not</b> accept responses that refer to milestones Melissa should already have acquired at 15 months. Accept any other appropriate responses relevant to gross motor skills including skills achieved from 18 months to 2 years.</p>	1

Question Number	Answer	Mark
9 (a)	<p>Award <b>one</b> mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• Five to six (years)</li> <li>• Five (years)</li> <li>• Six (years)</li> <li>• 5 – 6 (years)</li> <li>• 5 (years)</li> <li>• 6 (years)</li> <li>• Sixty months to seventy-two months</li> <li>• Sixty months</li> <li>• Seventy-two months</li> <li>• 60 – 72 months</li> <li>• 60 months</li> <li>• 72 months</li> </ul> <p>Do not accept any age outside this range. Accept any answer within this age range. Accept numerals or words written in full.</p>	1

Question Number	Answer	Mark
9 (b)	<p>Award <b>one</b> mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• Two and a half (years)</li> <li>• Thirty months</li> <li>• Two years and six months</li> <li>• 2 ½ (years)</li> <li>• 2.5 years</li> <li>• 30 months</li> <li>• 2 years and 6 months</li> </ul> <p>Do not accept any other age. Accept numerals or words written in full.</p>	1

Question Number	Answer	Mark
10	<p>Award <b>one</b> mark for any <b>two</b> of the following.</p> <p>Growth is determined by:</p> <ul style="list-style-type: none"> <li>• Heredity (1)</li> <li>• Hormones (1)</li> <li>• Nutrition (1)</li> <li>• Sleep (1)</li> <li>• Illness (1)</li> <li>• Emotional influences (1)</li> </ul> <p>Accept any other appropriate response Do not accept ways that growth is monitored Do not accept key aspects of growth from specification</p>	2

Question Number	Answer	Mark
11 (a)	<p>Award <b>one</b> mark for any <b>two</b> of the following, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• talking (1) smiling (1) maintaining eye contact (1)</li> <li>• asking questions (1) encouraging speaking (1) encouraging listening skills (1)</li> <li>• using nursery rhymes (1) picture books (1) telling stories (1) reciting rhymes (1) writing activities (1)</li> <li>• providing Jo with role-play activities that reflect her interests (1)</li> <li>• encouraging Jo's creative expression through stories (1) poetry (1) dance (1) drama/role play (1) making music (1)</li> </ul> <p>Accept any other <b>age</b> appropriate response including examples of activities e.g. puppets</p>	2

Question Number	Answer	Mark
11 (b)	<p>The answer should be a linked response that explains how one aspect of language delay can affect emotional development.</p> <p>Award <b>one</b> mark each for an appropriate response and <b>one</b> further mark each for an explanation for a total of <b>four</b> marks.</p> <p>Language</p> <ul style="list-style-type: none"> <li>• lack/limited vocabulary (1)</li> <li>• cannot speak properly/well/talk properly (1)</li> <li>• may not want to speak (1)</li> <li>• cannot interact (1)</li> <li>• struggles to form sentences (1)</li> </ul> <p>Social and emotional</p> <ul style="list-style-type: none"> <li>• finds it difficult to make friends(1)</li> <li>• excluded from play (1)</li> <li>• lonely (1) upset (1) become frustrated (1) behave inappropriately (1)</li> <li>• unable to understand the need for rules (1)</li> <li>• not be able to understand the thoughts/needs of others (1)</li> <li>• may lose confidence/self-esteem (1)</li> <li>• unable to play cooperatively</li> </ul> <p>Accept any other <b>age</b> appropriate response. Do not award marks for responses that state 'language delay' as this is in the question but accept interpretations of it</p>	4

Question Number	Answer	Mark
12	<p>Award <b>one</b> mark for identifying each way and <b>one</b> further mark for an example of how it will develop Carl's physical development for a total of <b>two</b> marks.</p> <p><u>Adult support</u></p> <ul style="list-style-type: none"> <li>• By providing resources/activities that encourage Carl to touch/feel/explore with his senses (1)</li> <li>• By providing age appropriate resources/activities that encourage Carl's gross/fine motor skills (1)</li> <li>• By giving him a toy to reach for (1)</li> <li>• By giving him objects that he can hold (1)</li> <li>• By giving him small objects he can pick up (1)</li> <li>• Meet physical needs (1) relaxing sleep area (1) diet and nutritional needs (1) opportunities to be outdoors (1)</li> </ul> <p><u>How physical development will be supported</u></p> <ul style="list-style-type: none"> <li>• Encourage him to crawl(1)stand (1)walk holding furniture (1)support (1)</li> </ul>	2

	<ul style="list-style-type: none"> <li>• Encourage him to develop pincer grasp (1)</li> <li>• By encouraging Carl to crawl (1)roll over (1)pull himself up (1)</li> <li>• By encouraging him to move objects from one hand to the other (1)</li> <li>• To ensure strong healthy growth (1) e.g. in order to grow</li> <li>• Develops gross-motor skills (1) fine-motor skills (1)</li> </ul> <p>Accept any other <b>age</b> appropriate responses including those that provide examples of activities/resources.</p>	
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Question Number	Answer	Mark
13 (a)	<p>Award <b>one</b> mark for a correct response.</p> <ul style="list-style-type: none"> <li>• Recognise primary colours</li> <li>• Name primary colours</li> <li>• Understand what is meant by 'more'</li> <li>• Can tell whether an object is heavy or light</li> <li>• Arranges objects into categories (1) /pairs (1)</li> <li>• Makes a connection between people and events</li> </ul> <p>Accept any other age appropriate response.</p> <p>Do <b>not</b> accept milestone already reached at three years or those within the specification between four and five years.</p>	1

Question Number	Answer	Mark
13 (b)	<p>Award <b>one</b> mark for a correct response.</p> <ul style="list-style-type: none"> <li>• Provide objects/games to help Karolina develop her memory (1) imaginative skills (1) help her to think about others (1)</li> <li>• Provide activities/resources to encourage problem-solving skills e.g. puzzles and <b>simple</b> calculations (1)</li> <li>• Provide Karolina with opportunities to visit different places (1) experience new things (1) link new experiences to past ones (1)</li> <li>• Encourage her memory (1) imaginative skills (1)</li> <li>• Encourage Karolina to ask questions (1)</li> <li>• Reading books to develop imagination (1)</li> </ul> <p>Accept any other <b>age</b> appropriate examples including those that give age appropriate activities/resources.</p> <p>Accept learning to count to 10 as an emerging skill.</p> <p>Do <b>not</b> accept snakes and ladders as a problem-solving activity.</p> <p>Do <b>not</b> accept any skill that relates to language or communication development unless they relate to developing cognitive abilities e.g., imagination, memory and recall.</p>	2

Question Number	Answer	Mark
14	<p>Award <b>one</b> mark for each correct response for a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Activities or resources that encourage children to express their feelings e.g. music/role play(1)</li> <li>• Encourage children to share (1)</li> <li>• Encouraging children to help other children (1)adults (1)</li> <li>• Praise (1) encourage (1) reward (1) motivate (1) reassure (1)</li> <li>• Provide challenging physical activities (1)</li> <li>• Give responsibilities (1)</li> <li>• Support social interactions e.g. circle time (1)</li> <li>• Activities that support independence (1)</li> <li>• Maintain proximity (1) bonding (1)</li> </ul> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
15	<p>Award <b>one</b> mark for each correct response that identifies appropriate examples to promote hand-eye coordination up to a maximum of two marks.</p> <ul style="list-style-type: none"> <li>• Provide children with things to grasp (1)follow with their eyes</li> <li>• Provide children with a large ball throwing (1) catching (1)</li> <li>• Provide children with crayons (1) paintbrushes (1) draw (1) write (1)</li> <li>• Provide children with puzzles (1) large-eye needles (1) shoelaces (1) buttons (1)</li> </ul> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
16	<p>Award a total of <b>four</b> marks. For each way award <b>one</b> mark and <b>one</b> mark for an appropriate <b>linked description</b> from the following lists.</p> <p><u>Support</u></p> <ul style="list-style-type: none"> <li>• To encourage development of friendships (1) relationships (1) socialisation with others (1)</li> <li>• Encourage bonding (1) key person (1)</li> <li>• Maintain eye contact (1)</li> <li>• Talk to him (1)</li> <li>• Ask questions (1)</li> <li>• Maintain proximity (1)</li> <li>• Maintain everyday routines/consistency (1)</li> <li>• Provide age appropriate play (1)</li> <li>• Provide activities that develop the interest of the child (1)</li> <li>• Give praise (1) encouragement (1) reassure (1)</li> </ul>	4



	<ul style="list-style-type: none"> <li>Act as role model (1)</li> </ul> <p><u>Linked description</u></p> <ul style="list-style-type: none"> <li>To encourage development of friendships (1) relationships (1) socialisation with others (1)</li> <li>To encourage Sarang to express his emotions (1)</li> <li>To encourage thoughtful (1) cooperative behaviour (1)</li> <li>To build trusting relationships with children (1) adults (1)</li> <li>To encourage confidence and self-esteem (1)</li> <li>To make him feel secure (1) not left out (1)</li> </ul> <p>Accept any other <b>age</b> appropriate response. Do not accept response e.g. Take his mind off it/distraction.</p>	
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Question Number	Answer	Mark
17	<p>Award a total of <b>four</b> marks. For each correct way award <b>one</b> mark and <b>one</b> mark for each <b>linked explanation</b> from the following list (a maximum of two marks per linked statement/response).</p> <p><u>Cognitive</u></p> <ul style="list-style-type: none"> <li>Memory (1) imagination (1) recall (1)</li> <li>Asking questions (1)</li> <li>Encouraging questions (1)</li> <li>Thought processes (1)</li> <li>Understanding of new concepts (1)</li> <li>Problem-solving skills (1)</li> <li>Numeracy skills (1)</li> </ul> <p><u>Communication and language</u></p> <p>Helps to:</p> <ul style="list-style-type: none"> <li>Reason (1) explain ideas (1)</li> <li>Expand vocabulary (1) use more complex sentence structures (1)</li> <li>develop understanding of jokes (1) riddles (1)</li> <li>encourage expression of thoughts (1)</li> <li>encourage interactions (1) /conversations with others (1)</li> <li>develop reading (1) writing (1)</li> <li>answer questions (1)</li> </ul> <p>Accept any other age appropriate response.</p>	4

Question Number	Answer	Mark
18	<p>Award <b>two</b> marks for any <b>two</b> of the following linked pairs for a total of <b>four</b> marks.</p> <p><u>Adult support</u></p> <ul style="list-style-type: none"> <li>outdoor opportunities (1)</li> </ul>	4

	<ul style="list-style-type: none"> <li>• hopping(1) jumping (1) skipping (1) swerving (1) dodging when running (1)</li> <li>• ride a bicycle (1) use roller skates (1)ball skills(1) swimming activities(1) hopscotch (1)</li> </ul> <p><u>Aspect of gross motor development</u></p> <ul style="list-style-type: none"> <li>• gross movement of muscles (1)</li> <li>• Providing activities that will support locomotion (1) balance (1) coordination (1) hand-eye coordination (1)</li> <li>• Develop large muscles (1) use large muscles (1)</li> </ul> <p>Accept any other appropriate linked response</p>	
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Question Number	Indicative content
19	<p>Answers should include <b>age/stage</b> appropriate examples of expected skills and understanding of a four-year-old child Learners should provide responses that include <b>one</b> other area of development and be able to justify the links.</p> <p><u>Supporting physical development</u></p> <ul style="list-style-type: none"> <li>• Activities that support gross and fine motor skills</li> <li>• Walking/Avoiding obstacles/Spatial awareness</li> <li>• Mark making, e.g. taking orders</li> <li>• Pouring liquids</li> <li>• Cutting food/preparing food</li> <li>• Developing tripod grasp/hand preference/hand-eye coordination</li> <li>• Encourage children to touch, feel and explore objects</li> </ul> <p><u>Cognitive development</u></p> <ul style="list-style-type: none"> <li>• Providing objects/games/activities to encourage memory/imaginative skills</li> <li>• Providing resources/activities to encourage children to explore/develop problem-solving skills/ask questions</li> <li>• Support word recognition, e.g. menus</li> <li>• Use the till/coins to count to 10</li> <li>• Setting tables/Matching sets, e.g. cups and saucers</li> <li>• Understanding time of day, e.g. breakfast/lunch/dinner</li> <li>• Encouraging to ask questions</li> <li>• Helping children to link new experiences to past experiences (memory and recall)</li> </ul> <p><u>Communication and language development</u></p> <ul style="list-style-type: none"> <li>• Talking/Smiling/Maintaining eye contact</li> <li>• Asking questions such as who, what, where and why to encourage speaking</li> <li>• Activities that support communication and language development</li> <li>• Encourage creative expression, e.g. drama/take on a character</li> <li>• Encouraging use of sentences using words such as because</li> <li>• Ask them to talk about what has happened</li> </ul> <p>Accept any other age 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 adults supporting one area of development can support another area of development. Examples provided may not be age appropriate.
Level 2	4-6	Some points identified, or a few key points described. Most points made will be relevant to how adults supporting one area of development can support another area of development or link may not always be clear. Examples provided will be age appropriate The answer is unbalanced.
Level 3	7-8	A range of points described, or a few key points discussed in depth. The majority of points made will be relevant. The ways that adults supporting one area of development support another area will show clear links to the other area of development. The answer is well balanced.

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Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

