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Mark Scheme (Results)

Summer 2017

BTEC Level 1/Level 2 Firsts in Child Play
Learning and Development

Unit 1: Patterns of Child Development
(21486E)

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Question Number	Answer	Mark
1	C Emotional development	1

Question Number	Answer	Mark
2	C Uses tripod grasp E Walks upstairs	2

Question Number	Answer	Mark
3	A Balance on a beam	1

Question Number	Answer	Mark
4	C Plot growth	1

Question Number	Answer	Mark
5	B Develop feelings E Self-concept	2

Question Number	Answer	Mark
6	<p>Award one mark each for any two of the following:</p> <ul style="list-style-type: none"> • Does simple calculations/times tables (1) • Shows simple reasoning (1) • Can be reasoned with (1) • Can conserve quantities (1) • Can conserve numbers (1) • Can complete a simple maze (1) • Can start to tell the time/Can tell the time (1) • Understands the need for rules (1) • Uses rules (1) • Recognises/can count numerals up to 100 (1) <p>Accept any other age appropriate response for children aged between five and eight years old.</p>	2

Question Number	Answer	Mark
7	B Frustrated	1

Question Number	Answer	Mark
8	<p>Award one mark for any two of the following:</p> <p><u>The way children develop:</u></p> <ul style="list-style-type: none"> • thought processes (1) • perception (1) • memory (1) • imagination (1) • problem solving (1) <p><u>The way children are able to increase:</u></p> <ul style="list-style-type: none"> • their knowledge (1) • understanding of their environment (1) <p>Do not accept specific examples of activities e.g. puzzles, Kim's game, role-play.</p>	2

Question Number	Answer	Mark
9	<p>Award one mark each for any two of the following:</p> <p><u>Bella is expected to:</u></p> <ul style="list-style-type: none"> • Cope with separation from primary carer/someone she knows (1) • Show clear/good/strong friendship preferences (1) • Play with others cooperatively/nicely (1) • Can share/take turns (1) <p>Do not accept responses that refer to milestones Bella should already have met at three years or any beyond four.</p> <p>Do not accept responses that refer to just making friends because by the age of four children are showing clear friendship preferences.</p> <p>Accept any other age appropriate responses relevant to emotional and social milestones.</p>	2

Question Number	Answer	Mark
10 (a)	Award one mark for any of the following: <ul style="list-style-type: none"> • Seven to eight years • Seven (years) • Eight (years) • Eighty-four months to ninety-six months • Eighty-four months • Ninety-six months • 7 – 8 (years) • 7 (years) • 8 (years) • 84 – 96 months • 84 months • 96 months Do not accept any age outside this range. Accept any answer within this age range. Accept numerals or words written in full.	1

Question Number	Answer	Mark
10 (b)	Award one mark for any of the following: <ul style="list-style-type: none"> • Two (years) • Twenty-four months • 2 (years) • 24 months Accept numerals or words written in full.	1

Question Number	Answer	Mark
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11 (a)	<p>Award one mark for any two of the following, up to a maximum of two marks.</p> <p><u>He would not be able to:</u></p> <ul style="list-style-type: none"> • Run/backwards/forwards (1) • Steer/pedal a tricycle (1) • Walk/upstairs/with alternate feet (1) • Kick a ball (1) <p>Accept any other age appropriate response, including gross motors skills that he has previously mastered from 2 years old.</p>	2
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Question Number	Answer	Mark
11 (b)	<p>The answer should be a linked response that explains the ways that Troy's leg injury may affect his emotional and social development.</p> <p>For each way award one mark for a correct way and one for an appropriate linked description from the following lists. Award a maximum of four marks.</p> <p>Ways:</p> <ul style="list-style-type: none"> • has weak legs (1) • has been away from nursery for a long time (1) • has not been socialising / interacting with friends (1) • may not join in with games/activities/friends (1) • may be excluded from play with others (1) <p>Effect on emotional and social development:</p> <ul style="list-style-type: none"> • may not form relationships/friendships (1) • may not share (1) take turns (1) • may become frustrated (1) angry (1) upset (1) sad (1) unhappy (1) • may feel isolated/left out (1) lonely (1) • may lack confidence (1) • may lack self-esteem (1) <p>Accept any other age appropriate response.</p>	4

Question Number	Answer	Mark
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12	<p>Award one mark for identifying a way and one further mark for how it will support Abdul's fine motor development for a total of two marks.</p> <p>Ways:</p> <ul style="list-style-type: none"> • By providing resources/activities that encourage Abdul to touch/feel/explore with his senses (1) • By providing examples of age appropriate resources/activities e.g. crayons, shoes (1) <p>How fine motor development will be supported:</p> <ul style="list-style-type: none"> • To develop hand preference (1) • Pull down items of clothing (1) • Start to develop tripod grasp (1) • Draw dots and circles (1) • Put on shoes and fasten with Velcro but not buckles and laces (1) <p>Accept any other age appropriate responses in the ways including those that provide examples of activities/resources.</p>	2
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Question Number	Answer	Mark
13	<p>Award one mark for each correct response for a maximum of two marks.</p> <p>Belinda should:</p> <ul style="list-style-type: none"> • Have around 200 words (1) • Be starting to use simple sentences (1) • Be asking questions (1) • Be using personal pronouns/plurals/negatives (1) 	2

Question Number	Answer	Mark
14	<p>Award one mark for each correct response for a maximum of two marks.</p> <ul style="list-style-type: none"> • Count accurately up to ten (1) • Can add two sets of objects together (1) • Can match equal sets (1) • Understands the need for rules (1) • Understands the time of day associated with activities (1) <p>Accept any other age appropriate examples, including those which give age appropriate activities/resources.</p>	2

Question Number	Answer	Mark
15	<p>Award one mark for each correct response for a maximum of two marks.</p> <ul style="list-style-type: none"> • Encourage bonding (1) • Hold Sadiq close (1) • Maintain eye contact (1) • Talk in appropriate tone (1) • Respond to changing behaviour e.g. clinging (1) • Help Sadiq express his emotions positively (1) • Introduce everyday routines (1) • Maintaining proximity (1) • Encouraging Sadiq to express emotion through role-play/dolls/resources (1) • Encourage friendships (1) <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
16	<p>Award a total of four marks. For each way award one mark and one mark for an appropriate linked description from the following lists.</p> <p><u>Support</u></p> <ul style="list-style-type: none"> • Provide activities/resources e.g. counters (1) • Use nursery rhymes/picture books/telling stories/reciting rhymes/'show and tell' (1) • Provide opportunities for Leah to ask questions such as what/where/who (1) • Ask Leah open questions (1) • Provide opportunities for role-play activities (1) • Provide opportunities for Leah's creative expression (1) • Provide stories/poetry/dance/drama/making music (1) • Provide opportunities for Leah to expand her vocabulary/speaking and listening skills (1) <p><u>Linked description</u></p> <ul style="list-style-type: none"> • To encourage Leah to count up to 10 (1) • To encourage Leah to use complex sentences (1) • To encourage Leah to use words such as because (1) 	4

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|--|--|--|
| | <ul style="list-style-type: none">• To encourage Leah to talk about what has happened/what might happen (1)• To encourage Leah to use language to argue/answer back (1) | |
|--|--|--|

Accept any other **age** appropriate response.

Question Number	Answer	Mark
17	<p>Award two marks for any two of the following linked pairs for a total of four marks.</p> <p><u>Adult support</u></p> <ul style="list-style-type: none"> • Provide objects/games (1) • Provide opportunities to develop memory/imaginative skills (1) • Provide age/stage appropriate activities/resources (1) • Support problem-solving skills (1) • Provide opportunities for children to experience new things (1) • Provide opportunities for Wendy to ask questions • Provide opportunities to link new experiences to past ones (1) • Provide opportunities for memory/recall (1) <p><u>Age appropriate activities</u></p> <ul style="list-style-type: none"> • Complete a simple maze (1) • Simple calculations (1) • Recognise numerals up to 100 (1) • Activities that show simple reasoning/be reasoned with (1) • Conserve numbers and quantities (1) • Telling the time (1) • Need for/Use of rules (1) <p>Accept any other age appropriate response for children aged between five and eight years, including children from seven years.</p>	4

Question Number	Answer	Mark
18	<p>Award a total of four marks. For each way award one mark and one mark for an appropriate linked description from the following lists.</p> <p><u>Adult support</u></p> <ul style="list-style-type: none"> • Providing resources/activities to encourage children to touch/feel/explore their environments (1) • Provide opportunities/resources/activities that encourage gross and fine motor skills indoors/outdoors (1) <p><u>Age appropriate activities</u></p> <ul style="list-style-type: none"> • can swerve and dodge when running • balance on a beam • ride a bicycle • use roller skates • ball skills • swimming activities • hopscotch • can tie and untie shoelaces • accurately cut out shapes • able to thread a large-eyed needle • sew large stitches • good control over pencils and paintbrushes • detailed drawings and clear handwriting <p>Accept any other age appropriate response.</p>	4

Question Number	Indicative content	Marks
19	<p>Answers should include a discussion on the importance of adults in supporting children through transitions and how they can help to promote other areas of development.</p> <p>Answers should include age/stage appropriate examples of how transitions affect one other area of Justin's development. Learners should provide responses that include one other area of development and be able to justify the links.</p> <p><u>Type of support offered by key person</u></p> <ul style="list-style-type: none"> • Develop a bond • Praise and reward • Introduce routines • Place Justin in a small group • Encourage Justin's independence • Encourage Justin to express his feelings <p><u>Physical development</u></p> <ul style="list-style-type: none"> • Encourage Justin to take part in physical activity and meet his physical needs • Promote Justin's confidence/self-esteem to encourage him to join in with physical activities with other children • Providing Justin with appropriate diet/nutrition/sleep • Providing age/stage appropriate activities to support Justin through transitions and promote physical development <p><u>Cognitive development</u></p> <ul style="list-style-type: none"> • The importance of adults in supporting Justin's cognitive development to promote development of thought process/perceptions/memory /imagination/problem solving/understanding of his environment • Providing age/stage appropriate activities to support Justin through transitions and promote cognitive development • Justin's ability to develop reading and writing skills <p><u>Communication and language development</u></p> <ul style="list-style-type: none"> • Support Justin's ability to communicate with others; develop speech/vocabulary • Justin's ability to develop reading and writing skills 	

	<ul style="list-style-type: none"> • Providing age/stage appropriate activities to support Justin through transitions and promote communication and language development <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>	
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Level	Descriptor	Marks
	No rewardable material.	0
Level 1	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.	1-3
Level 2	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.	4-6
Level 3	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.	7-8

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