

Mark Scheme (Results)

January 2018

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

Unit 1: Patterns of Child
Development (21486)

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BTEC NG CPLD Level 2 Unit 1 (21486) – 1801 Mark Scheme

Question Number	Answer	Mark
1	C - Gross motor development	1

Question Number	Answer	Mark
2	A - Understand patterns of development	1

Question Number	Answer	Mark
3	D - Kicking a ball	1

Question Number	Answer	Mark
4	B - Understands simple instructions E - Knows own name	2

Question Number	Answer	Mark
5	A - Follows movement with eyes D - Recognises familiar routines	2

Question Number	Answer	Mark
6 (a)	<p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • Accept any age between 3 weeks and 2 months • 3 weeks • three weeks • 4 weeks • four weeks • 1 month, • one month, • 5 weeks • five weeks • 6 weeks • six weeks • 7 weeks • seven weeks • 8 weeks • eight weeks • two months • 2 months <p>Accept numerals or words written in full.</p>	1

Question Number	Answer	Mark
6(b)	Award one mark for a correct response. <ul style="list-style-type: none"> • Emotional and social • Social and emotional • Social • Emotional 	1

Question Number	Answer	Mark
7	Accept any two of the following: <ul style="list-style-type: none"> • Perception (1) • Memory/recall(1) • Imagination (1) • Problem solving (1) • Increase knowledge/understanding of environment (1) • Remembering (1) • Recognise voice (1) • Routines (1) Accept any other appropriate response Do not accept 'Thought processes, thinking' as this appears in the question Do not accept 'using their brain' unless it relates to memory/recall	2

Question Number	Answer	Mark
8(a)	Award one mark for any of the following: <ul style="list-style-type: none"> • Eighteen months • One and a half years • 18 months • 1 ½ years Do not accept any age outside this range. Accept numerals or words written in full.	1

Question Number	Answer	Mark
8(b)	<p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • Between five and eight years • Five years • Six years • Seven years • Eight years • 5 – 8 • 5 • 6 • 7 • 8 <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
8 (c)	<p>Award one mark for any of the following:</p> <ul style="list-style-type: none"> • Fine motor development • Fine motor skills • Fine motor • Fine skills • Fine 	1

Question Number	Answer	Mark
9 (a)	<p>Accept any one of the following:</p> <ul style="list-style-type: none"> • Sucking • Rooting • Startling • Grasping <p>Accept any other age appropriate response.</p>	1

Question Number	Answer	Mark
9 (b)	<p>Accept any two of the following:</p> <ul style="list-style-type: none"> • Can lift up head when on stomach (1) • Can lift up head (1) • Can lift up chest when on stomach (1) • Bring hands together over their body (1) • Can roll over (1) • Can roll over from back to front (1) <p>Emerging skills</p> <ul style="list-style-type: none"> • starting to crawl (1) • sitting with support e.g., adult, cushions(1) <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
10	<p>Award one mark for any two of the following milestones:</p> <ul style="list-style-type: none"> • Can recognise numerals up to 100 (1) • Do simple calculations (1) • Show simple reasoning (1) • Be reasoned with (1) • Conserve quantities/number/volume/mass (1) • Complete a simple maze (1) • Starting to tell the time (1) • Understands the need and uses rules (1) <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
11	<p>Award one mark each for any two of the following:</p> <ul style="list-style-type: none"> • Will have around 200 words (1) • will have up to around 500 words (1) • Starts to use simple sentences (1) • Asks questions (1) • Uses personal pronouns (1) plurals (1) negatives (1) • Speech is clear (1) • Enjoys books (1) • Turns pages (1) <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
12	<p>For each way award one mark and one further mark for an appropriate linked description from the following:</p> <p><u>Ways</u></p> <p>Provide children with:</p> <ul style="list-style-type: none"> • Age appropriate resources/activities, e.g. coats (1) clothes (1) dolls with clothes, role play clothes (1) • Age appropriate arts and crafts materials, e.g. scissors (1) • Pens (1) pencils (1) crayons (1) paints (1) paper (1) beads (1) • Provide children with role-play activities, e.g. kitchen (1) • Provide children with food/snacks (1) • Encourage use of tripod grasp (1) <p><u>Linked description</u></p> <p>To encourage them to:</p> <ul style="list-style-type: none"> • Button (1) unbutton clothing (1) • Dress/undress (1) • Cut out simple shapes (1) • Draw a person with trunk (1) legs (1) • Make a necklace (1) • Eat with knives and forks (1) <p>Accept any other age appropriate response.</p> <p>Accept responses for drawing a person (in question) if linked to other areas of the body (not head) e.g., legs, trunk.</p>	4

Question Number	Answer	Mark
13(a)	<p>Aware one mark for any two of the following:</p> <ul style="list-style-type: none"> • Run avoiding obstacles (1) • Skip with a rope (1) • Throw a large ball (1) • Catch a large ball(1) • Form letters (1) • Write own name (1) • Colour pictures (1) • hop/skip/jump (1) • ride bicycle with stabilisers/support (1) <p>Accept any other age appropriate response.</p> <p>Do not accept 'run' on its own as this is a milestone achieved earlier.</p>	2

Question Number	Answer	Mark
13 (b)	<p>Award one mark each for each type of appropriate support up to a maximum of two marks.</p> <p><u>Support childminder can provide Callum</u></p> <p>Encourage:</p> <ul style="list-style-type: none"> • listening /speaking skills (1) • speaking with other children/adults (1) • Callum to express his emotions (1) • Creative expression (1) • Asking questions • Encourage reading skills e.g., words, simple sentences <p>Award one mark each for a linked resource/activity up to a maximum of two marks.</p> <p><u>Resources/activities</u></p> <ul style="list-style-type: none"> • Take time to talk/smiling /maintaining eye contact (1) • Using picture books/telling stories/using show and tell/asking questions (1) • Reading poetry/dancing/performing drama/making music (1) • Providing art/craft activities/resources e.g., crayons, paper, paints <p>Award a further one mark for each linked justification of how the support/activity childminder provides will support communication and language development up to a maximum of two marks.</p> <p><u>Age Stage Milestone</u></p> <p>That will encourage Callum to:</p> <ul style="list-style-type: none"> • use complex sentences (1) • use words such as 'because' (1) • talk about what has happened / what might happen (1) • use language to argue / answer back (1) • counting up to ten (1) • language fluent/communicates clearly (1) • may be able to read words/short sentences (1) <p>Accept any other age appropriate examples including those that give age appropriate activities/resources.</p> <p>Do not accept responses of what Callum will have reached at four years old.</p>	6

Question Number	Answer	Mark
14	<p>Award a total of four marks. For each way award one mark and one further mark for an appropriate linked description from the following:</p> <p><u>Ways</u></p> <ul style="list-style-type: none"> • Opportunities to visit new places/explore environment (1) • Activities/resources that encourage Zach to put objects/toys back where they belong, e.g. tidy up time, coat pegs (1) • Objects/games, e.g., photographs (1) balls of linked to cognition (1) • Examples of age/stage appropriate activities, e.g. simple puzzles/puzzles(1) • Help Zach complete activities (1) • Encourage Zach’s memory (1) recall (1) imagination (1) • Provide role play opportunities to develop imagination (1) • Encourage Zach’s problem-solving skills (1) • Encourage Zach to think about others (1) • Encourage Zach to develop new knowledge/understanding (1) <p><u>Linked description</u></p> <p>To encourage/stimulate</p> <ul style="list-style-type: none"> • Curiosity (1) • Zach to recognise himself (1) • Zach to remember past experiences (1) • Remember where things belong (1) • fetch/put away they belong e.g., selecting resources, tidy up time(1) • Complete simple puzzles (1) • Recognise difference between past/present (1) <p>Accept any other age appropriate response.</p> <p>Do not accept mirrors as this is in the question.</p> <p>Accept ‘recognise himself’ if used with e.g., photograph</p> <p>Do not accept examples which link to communication and language unless they can be linked to cognitive development e.g., reading books to encourage memory and recall/asking Zach what happened</p>	4

Question Number	Answer	Mark
15	<p>Award a total of four marks. For each way award one mark and one mark for an appropriate linked description from the following:</p> <p><u>Ways</u></p> <ul style="list-style-type: none"> • Providing opportunities to be outdoors / indoors • Providing age appropriate resources / activities/games e.g., skipping ropes, obstacle course, tag • Activities/resources that encourage muscles to become bigger/stronger • Activities/resources that encourage coordination/balance e.g., Jumping Jacks, roller skates, scooters <p><u>Linked description</u></p> <p>To encourage Temi to:</p> <ul style="list-style-type: none"> • run avoiding obstacles (1) • skip with a rope (1) • throw/catch a large ball (1) • skip / jump confidently (1) • skip/jump (1) • Swerve / dodge when running (1) • Balance on a beam/line (1) • Ride a bicycle/ride a bicycle with stabilisers (1) • Improve ball skills/kicking balls(1) • Swimming activities • Hopscotch <p>Accept any other age appropriate response.</p> <p>Do not accept meeting children’s physical needs, e.g. relaxing sleep area, diet and nutritional needs.</p> <p>Do not accept improving gross motor skills as this is in the question</p> <p>Do not accept responses that are provided in the question unless they give different examples</p>	4

Question Number	Answer	Mark
16	<p>The response should include age/stage appropriate examples of expected skills and understanding of a three-year-old child and developing skills between the age of three and four years old.</p> <p>Learners should be able to provide discussion and examples of how the activities that typically take place in a pirate scenario relate to children's cognitive development.</p> <p>The response should include a discussion on both negative and positive impact of the role play activity on their cognitive.</p> <p>Adult support</p> <ul style="list-style-type: none"> • Objects and games that encourage children to develop their memory/imaginative skills and helping them to think about others • Providing age-and stage-appropriate activities and resources that encourage problem-solving skills/develop imagination/understanding of Pirates • Providing opportunities for children to visit different places and experience new things e.g., park with water boats • Encouraging children to ask questions, helping children to link new experiences to past ones (memory and recall). • Opportunities to develop understanding of Pirates <p>Resources/Activities</p> <ul style="list-style-type: none"> • Maps/mazes/treasure maps • Weights e.g., play money/treasure • Primary colour paints/brushes • Buckets/spades/sand pit • Books e.g., Pirates/ships • Trips to park (with lake)/seaside • Recounting tales of seaside <p>Age/Stage appropriate milestones between three and four years old</p> <ul style="list-style-type: none"> • Understands difference between past/present • Completes simple puzzles • Recognises and names primary colours • Understands what is meant by 'more'/big/small • Tells whether an object is heavy/light • Arranges objects into categories e.g., treasure • Makes connections between people and events e.g., pirate lives • Learning to count to 10 <p>Impact on development</p> <p>Positive</p> <ul style="list-style-type: none"> • Supports development to next milestones e.g., counting accurately up to 10, adding two sets of objects together, matching equal sets, understands 	9

	<p>the need for rules, names the time of day associated with activities.</p> <ul style="list-style-type: none"> Supporting development in other areas e.g., encourages communication and language development e.g., using questions/ social interaction e.g., playing cooperatively, showing clear friendship preferences <p>Negative</p> <ul style="list-style-type: none"> May be behind developmental norms Impact on other areas of development e.g., delay in language and communication as child is not interacting with other children; social and emotional, may lack confidence, may not make clear friendships, may not play with others, becomes frustrated, angry <p>Accept any other age appropriate response that provides valid links to either positive or negative impact on children’s learning and development for children aged</p>	
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Level	Mark	Descriptor
	0	No rewardable material
Level 1	1 – 3	<ul style="list-style-type: none"> Demonstrates limited and superficial knowledge and understanding of the relevant factors/issues Partial attempt to deconstruct information and apply their understanding to the context Unbalanced or generic judgements are made with limited support of evidence.
Level 2	4 – 6	<ul style="list-style-type: none"> Demonstrates generally accurate knowledge and understanding of the relevant factors/issues Deconstructs information leading to some coherent and logical chains of reasoning which shows generally sound application of their understanding to the context Constructs judgements of some of the elements in the question. Judgements are supported by appraisal of evidence but this is likely to be imbalanced.
Level 3	7 – 9	<ul style="list-style-type: none"> Demonstrates accurate and thorough knowledge and understanding of the relevant factors/issues Deconstructs information in the context leading to fully coherent and logical chains of reasoning which shows fully sound application of their understanding to the context Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive and balanced appraisal of evidence.