

Mark Scheme (Results)

June 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) – 1806 Mark Scheme

Question Number	Answer	Mark
1	B - Understand new concepts	1

Question Number	Answer	Mark
2	D - Milestones	1

Question Number	Answer	Mark
3	C - Two years	1

Question Number	Answer	Mark
4	A - Hormones D - Illness	2

Question Number	Answer	Mark
5	B - Walk hesitantly D - Crawl upstairs	2

Question Number	Answer	Mark
6	C - Cognitive	1

Question Number	Answer	Mark
7 (a)	Award one mark for a correct response. <ul style="list-style-type: none">• Pincer• Pincer grip• Pincer grasp Do not accept any other answer.	1

Question Number	Answer	Mark
7 (b)	Award one mark for a correct response <ul style="list-style-type: none"> • 6 – 9 months (1) • Six to nine months (1) • 6 months (1) • Six months (1) • 7 months (1) • Seven months (1) • 8 months (1) • Eight months (1) • 9 months (1) • Nine months (1) Accept numbers or words written in full. Accept any age within this age range.	1

Question Number	Answer	Mark
8	Award one mark for any of the following: <ul style="list-style-type: none"> • Eight to/or nine months (1) • Eight months (1) • Nine months (1) • 8 to/or 9 months (1) • 8 months (1) • 9 months (1) Accept any age within this age range. Accept numerals or words written in full.	1

Question Number	Answer	Mark
9	<p>Award one mark each for a correct response for a maximum of two marks</p> <ul style="list-style-type: none"> • complex words • complex sentences • say because • say what happened • say what might happen • argues • counts to 10 • talks in sentences properly • answer questions • asks questions • uses language to answer back/responds to questions • talk confidently • conversations • communicate with others • over 200 words • give instructions • speak/talk fluently/clearly • talks/strings/full/long sentences • reads sentences <p>If two correct responses appear in 1 response you can award the 2 marks. If the other response is incorrect e.g. reads a sentence and talks a sentence.</p> <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
10	<p>Award one mark a correct response.</p> <ul style="list-style-type: none"> • Between Five and eight years • Between 5 and 8 years • Five years • 5 years • Six Years • 6 years • Seven Years • 7 years • Eight Years • 8 years <p>Accept any age within this age range Accept any age range within the 5 – 8 age range Accept numerals or words</p>	1

Question Number	Answer	Mark
11 (a)	<p>Award one mark for a correct response.</p> <ul style="list-style-type: none"> • lift up head/chest when on stomach (1) • can lift up/support head (1) • can lift up chest (1) • brings hands together over body (1) • brings hand together (1) • can watch their hands (1) • Holds a small object in hand (1) <p>Accept any other age appropriate response.</p>	1

Question Number	Answer	Mark
11 (b)	<p>For each response: Award one mark for adult support and one mark for age appropriate activities for a total of two marks. Total for question equals four marks.</p> <p>Adult support/age appropriate resources/activities</p> <ul style="list-style-type: none"> • To encourage fine motor skills e.g. touch/feel/explore with their senses, small objects, crayons, Lego bricks, puzzles, knife/fork/spoon • To encourage gross motor skills e.g. chair, baby walker, baby gym, toys, balls (to encourage crawling to retrieve) • Holding Jennie's hand (helping her to stand) <p>Age appropriate activities</p> <p>So Jennie can:</p> <ul style="list-style-type: none"> • Sit unsupported (1) • try/learn to stand (1) • Crawl (1) • Roll over (1) • Pull up to stand alone (1) • Walk by holding on to furniture (1) • Use pincer grasp (1) • Pointing (with index finger) (1) • Grasping/dropping objects (1) <p>Accept any age appropriate examples between the ages of three and nine months.</p>	4

Question Number	Answer	Mark
12 (a)	<p>Award one mark for each correct response for a maximum of two marks.</p> <ul style="list-style-type: none"> • Recognise primary colours (1) • Simple puzzle (1) • Name primary colours (1) • Understands what is meant by 'more' (1) • Can tell whether an object is heavy/light (1) • Arrange objects into categories (1) • Make connections between people and events (1) <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
12 (b)	<p>Award one mark for each correct response for a maximum of two marks.</p> <ul style="list-style-type: none"> • Can cope with separation from primary carer • Can cope with separation with someone they know (1) • Beginning to play cooperatively/sharing (1) • Show friendship preferences/making friends (1) • Play with others (1) <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
13	<p>Award one mark each for a correct response for a maximum of two marks</p> <ul style="list-style-type: none"> • can run forwards(1) • can run backwards (1) • Can steer/pedal a tricycle (1) • Ride bike with stabilisers (1) • can walk upstairs with alternate feet (1) • Walk upstairs unaided/alone (1) <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
14	<p>Award one mark for each age appropriate milestone for a total of two marks.</p> <p><u>Age Appropriate Milestones</u></p> <ul style="list-style-type: none"> • Uses language to reason (1) • Uses language to explain ideas (1) • Enjoys jokes (1) • Enjoys riddles (1) • Uses complex sentence structures (1) • Language is fluent (1) • Asks questions (1) • Taking turns when speaking/listening (1) • Mastered reading/writing/can read to adult/read out loud (1) <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
15	<p>For each response: Award one mark for a milestone, one mark for a resource/activity and one mark for Betsy's development for a total three marks. Total for response one and two equals six marks.</p> <p><u>Age appropriate milestone</u></p> <ul style="list-style-type: none"> • Copes with separation from her mother (1) • Plays cooperatively (1) • Develops friendships (1) • Plays with others (1) • Works out what others are thinking (1) • Negotiates with others (1) • Understands need for rules (1) • Separates easily from parents (1) <p><u>Appropriate resources/activities</u></p> <ul style="list-style-type: none"> • Encourage bonding (1) • Circle time (1) • Role play (1) • Persona dolls (1) • Board games (1) • Jigsaw puzzles with others (1) • Team/group games e.g., obstacle course, races (1) <p><u>How activity/resource supports Betsy's development</u> Encourages:</p> <ul style="list-style-type: none"> • Confidence/self-esteem (1) • Sharing (1) • Taking turns (1) • Expressing feelings (1) <p>Accept any other age appropriate response.</p>	6

Question Number	Answer	Mark
16	<p>For each response: Award one mark for adult support and one mark for age appropriate ways for a total of two marks. Total for question equals four marks.</p> <p><u>Adult support</u></p> <ul style="list-style-type: none"> • Provide objects/games that encourage the child to develop their memory/imaginative skills/help them to think about others (1) • Provide age/stage appropriate activities/resources to encourage problem-solving skills (1) • Encourage the child to ask questions/link new experiences to past ones (1) <p><u>Age appropriate ways</u></p> <p>To encourage the child to:</p> <ul style="list-style-type: none"> • Recognise numerals up to 100 (1) • Do simple calculations (1) • Show simple reasoning/Be reasoned with (1) • Conserve quantities/numbers (1) • Complete a simple maze (1) • Start to tell the time (1) • Understand the need for/use rules (1) <p>Accept any other age appropriate response including responses that provide age appropriate examples of activities/games, resources/objects.</p>	4

Question Number	Answer	Mark
17	<p>For each response: Award one mark for a way and one mark for a milestone for a total of two marks. Total for question equals four marks.</p> <p><u>Ways</u></p> <p>Adults can:</p> <ul style="list-style-type: none"> • Talk to James (1) • Smile/maintain eye contact (1) • Encourage listening skills (1) • Encourage speaking skills (1) • Use books/songs/rhymes (1) • Use of role play/puppets (1) • Encourage writing/mark making skills (1) • Encourage creative expression through stories/poetry/dance/drama/making music (1) <p><u>Milestones</u></p> <ul style="list-style-type: none"> • Vocabulary to around 50 -200 words (1) • Be able to join words (1) • Enjoys looking at books/turns pages (1) • Using simple sentences (1) • Encourage him to ask/answer questions (1) • Using personal pronouns/plurals/negatives (1) • Speech is clear (1) • Learning new words/pick up on words (1) <p>Accept any other age appropriate response.</p>	4

Question Number	Indicative Content
18	<p>The response should include age/stage appropriate examples of expected milestones and understanding of developing skills between the age of three and five years</p> <p>Learners should be able to provide discussion and examples of how the activities that typically take place in a 'Summer theme' relate to children's gross and fine motor development</p> <p>The response should include a discussion on negative impact of the adult providing/not providing support, resources, activities on children's gross and fine motor development</p> <p>Adult support</p> <ul style="list-style-type: none"> • Providing age/appropriate resources/activities to encourage gross/fine motor skills indoors/outdoors • Providing resources/activities to encourage children to touch, feel/explore objects with their senses • Providing opportunities for children to meet their physical needs (e.g., food/water) • Providing opportunity to rest/relax/sleep • Providing well ventilated environments <p>Resources/Activities</p> <ul style="list-style-type: none"> • Sand trays/pits indoors/outdoors • Buckets/spades • Water tray • Objects e.g., floating, sinking, boats, containers, bottles, shells • Sun protection e.g., hats, sun cream, swimsuits • Play and real food typical for summer e.g., strawberries, ice cream • Beach balls, bats and balls • Books e.g., at the seaside, summer holidays, summer garden • Role play summer around the world • Fruits and vegetables of summer • crayons/paints • art and craft materials <p>How age/stage activities will support gross and fine motor development Age/Stage appropriate milestones between three and five years old</p> <ul style="list-style-type: none"> • Hop on one foot • Walk along a line • Aim/Throw a ball • Kick a ball with force • Ride a tricycle using pedals • Run avoiding obstacles • Skip with a rope • Throw a large ball to a partner and catch it • Button/Unbutton clothes

	<ul style="list-style-type: none"> • Use scissors to cut out simple shapes • Draw a person with head/trunk/legs • Eat with knife and fork • Thread beads to make a necklace • Forms letters • Write own name • Colours pictures <p>Impact on development</p> <ul style="list-style-type: none"> • May be behind developmental norms e.g., not be showing typical milestones of a child aged three to five years e.g., unable to colour pictures/write name, use scissors, kick or throw a ball • Impact on other areas of development : <ul style="list-style-type: none"> ○ Cognitive e.g., may not understand or name primary colours, may not understand different concepts ○ Communication and language e.g., others may not be able to understand what children are saying ○ Emotional and social e.g., may not socialise with other children, may show separation anxiety, may play alone and become upset when others become involved.
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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.

