

# Mark Scheme (Results)

January 2019

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

Unit 1: Patterns of Child Development  
(21468E)



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

Question Number	Answer	Mark
1	A Acquire skills at varying rates	1

Question Number	Answer	Mark
2	B Tie and untie shoelaces	1

Question Number	Answer	Mark
3	C Express their thoughts	1

Question Number	Answer	Mark
4	A Coordination D Balance	2

Question Number	Answer	Mark
5	A Asking questions B Reciting rhymes	2

Question Number	Answer	Mark
6	C Establish security	1

Question Number	Answer	Mark
7 (a)	<p>Award <b>one</b> mark for a correct response.</p> <ul style="list-style-type: none"> <li>• Two and a half to four years</li> <li>• 2 ½ to 4 years</li> <li>• 2 ½ years</li> <li>• Two and a half years</li> <li>• 3 years</li> <li>• Three years</li> <li>• 3 ½ years</li> <li>• Three and a half years</li> <li>• 4 years</li> <li>• Four years</li> </ul> <p>Accept words or numerals.</p> <p>Accept any age within this age range.</p> <p>Accept any age range between two and a half to four years old</p>	1

Question Number	Answer	Mark
7 (b)	<p>Award <b>one</b> mark for a correct response.</p> <ul style="list-style-type: none"> <li>• Four to five years</li> <li>• 4 to 5 years</li> <li>• Four years</li> <li>• 4 years</li> <li>• 4 ½ years</li> <li>• Four and a half years</li> <li>• Five years</li> <li>• 5 years</li> </ul> <p>Accept words or numerals.</p>	1

Question Number	Answer	Mark
7 (c)	<p>Award <b>one</b> mark for a correct response.</p> <ul style="list-style-type: none"> <li>• Gross motor development (1)</li> <li>• Gross motor (1)</li> <li>• Gross (1)</li> <li>• Large motor (1)</li> <li>• Physical Development (1)</li> <li>• Physical (1)</li> </ul> <p>Accept any response relating to physical or gross motor development.</p>	1

Question Number	Answer	Mark
8	<p>Award <b>one</b> mark for each correct response for a total of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Plays alone/independently (1)</li> <li>• Enjoys being near adults/siblings (1)</li> <li>• Insistent on immediate attention to needs (1)</li> <li>• Copies actions of others (1)</li> <li>• Separation anxiety (1)</li> <li>• Cries when they want something/parents (1)</li> <li>• Tantrums/expressing needs through behaviour (1)</li> </ul> <p>Accept any other age appropriate response.</p> <p>Do not accept emotionally dependent on parents and key persons as this is in the question.</p>	2

Question Number	Answer	Mark
9	<p>Award <b>one</b> mark for a correct response.</p> <ul style="list-style-type: none"> <li>• Two and a half years to four and a half years (1)</li> <li>• 2 ½ years to 4 ½ years (1)</li> <li>• Two and a half years (1)</li> <li>• 2 ½ years (1)</li> <li>• Three years (1)</li> <li>• 3 years (1)</li> <li>• Three and a half years (1)</li> <li>• 3 ½ years (1)</li> <li>• 3 to 4 years (1)</li> <li>• Four years (1)</li> <li>• 4 years (1)</li> <li>• Four and a half years (1)</li> <li>• 4 ½ years (1)</li> </ul> <p><b>Do not</b> accept any age outside this range.</p> <p>Accept any answer within this age range.</p> <p>Accept numerals or words written in full.</p>	1

Question Number	Answer	Mark
10 (a)	<p>Award <b>one</b> mark for a correct response.</p> <ul style="list-style-type: none"> <li>• Becomes curious about the environment (1)</li> <li>• Remembers where things belong (1)</li> <li>• Recognises self in mirror (1)</li> <li>• Can remember past experiences (1)</li> <li>• Can count to 5 (1)</li> <li>• Explores objects by sight and sound (1)</li> <li>• Can do simple puzzles/jigsaws (1)</li> </ul> <p>Accept any other <b>age</b> appropriate response. Do not accept jigsaws/puzzles on their own.</p>	1

Question Number	Answer	Mark
10 (b)	<p>Award <b>one</b> mark each for a correct response for a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• Crawl upstairs (1)</li> <li>• Walk hesitantly (1)</li> <li>• Walk unaided (1)</li> <li>• Walk upstairs (1)</li> <li>• Can squat to pick up toys (1)</li> <li>• Can run (1)</li> <li>• Climb e.g. onto furniture (1)</li> <li>• Use sit and ride toys (1)</li> </ul> <p>Accept any <b>age</b> appropriate examples between the ages of fifteen months and two years.</p>	2

Question Number	Answer	Mark
11 (a)	<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>• Imitates/copy others/actions of others, e.g. clapping (1)</li> <li>• Shows wariness of strangers (1)</li> <li>• Experiences separation anxiety from primary carer(s) (1)</li> <li>• Can form specific attachments (1)</li> <li>• Smiles when somebody else smiles at them (1)</li> <li>• Bond with others (1)</li> <li>• Recognises/express facial expression (1)</li> <li>• Become happy when seeing familiar faces (1)</li> </ul> <p>Accept any other age appropriate example.</p> <p><b>Do not</b> accept examples given in the question.</p>	2

Question Number	Answer	Mark
11 (b)	<p>Award <b>one</b> mark for an example of adult support and <b>one</b> further mark for an appropriate milestone for a total of <b>two</b> marks.</p> <p>Adult support or child action</p> <ul style="list-style-type: none"> <li>• Providing indoor/outdoor opportunities, e.g. soft play area (1)</li> <li>• Child pulls themselves up (1)</li> <li>• Providing equipment, e.g. chairs, tables, walkers, toys (1)</li> <li>• Providing adult support, e.g. holding hands/tummy time (1)</li> <li>• Placing objects/activities out of reach (1)</li> </ul> <p>Age appropriate milestones</p> <ul style="list-style-type: none"> <li>• Mobility through crawling/rolling/moving legs (1)</li> <li>• Stands alone (1)</li> <li>• Walk by holding on to furniture (1)</li> <li>• Pulls to stand alone (1)</li> <li>• Walks holding on to furniture (1)</li> </ul> <p>Accept any other <b>age</b> appropriate response.</p> <p><b>Do not</b> accept examples given in the question.</p>	2

Question Number	Answer	Mark
12 (a)	<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>• 'Freezes' if hears a sound played softly (1)</li> <li>• Recognises familiar routines (1)</li> <li>• Recognise familiar people/faces (1)</li> <li>• More alert (1)</li> <li>• Follows movement/with eyes/if objects are close (1)</li> <li>• Explores objects by putting in mouth (1)</li> <li>• Recognises voices (1)</li> </ul> <p>Accept any other age appropriate example.</p>	2

Question Number	Answer	Mark
12 (b)	<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>• Turns head to adult voice (1)</li> <li>• Begins to coo (1)</li> <li>• Smiles when hears a familiar voice (1)</li> <li>• Smiles at familiar faces (1)</li> <li>• Makes short babbling sounds, e.g. 'da'/'ba' (1)</li> <li>• Using expressions to communicate needs e.g. Laughing, crying (1)</li> </ul> <p>Accept any other age appropriate example.</p>	2

Question Number	Answer	Mark
13	<p>Award <b>one</b> mark each for a correct adult support and <b>one</b> further mark for an age appropriate milestone for a total of <b>two</b> marks.</p> <p>Adult support</p> <ul style="list-style-type: none"> <li>• Encouraging confidence/self-esteem (1)</li> <li>• Encouraging children to express their emotions (1)</li> <li>• Using activities and resources, e.g. board games, books, role play, team games (1)</li> <li>• Encouraging children to share/help others (1)</li> <li>• Encouraging children to challenge negative comments/actions of others (1)</li> <li>• Using discussion/talk/circle time (1)</li> <li>• Helping children understand/deal with changing emotions through discussion/role play (1)</li> <li>• Introducing daily routines to establish security (1)</li> <li>• Examples of activities/resources that encourage interaction, sharing, turn taking (1)</li> <li>• Praising children (1)</li> <li>• Encouraging cooperation (1)</li> </ul> <p>Age appropriate milestones</p> <ul style="list-style-type: none"> <li>• To encourage development of strong relationships/range of friendships (1)</li> <li>• Friendships with same gender (1)</li> <li>• To compare self with others (1)</li> <li>• To become aware of others (1)</li> <li>• To improve confidence (1)</li> <li>• To understand other viewpoints (1)</li> <li>• To support them reading facial expressions (1)</li> </ul> <p>Accept any other <b>age</b> appropriate response.</p> <p><b>Do not</b> accept examples given in the question.</p>	2



Question Number	Answer	Mark
14	<p>Award <b>one</b> mark each for each type of appropriate milestone, <b>one</b> mark each for a resource and <b>one</b> further mark each for how it supports communication and language for a maximum of <b>six</b> marks.</p> <p>Age appropriate milestone</p> <ul style="list-style-type: none"> <li>• Speak up to 6/15/50 words (1)</li> <li>• Points and vocalise (1)</li> <li>• Communicate his wishes (1)</li> <li>• Understand simple requests (1)</li> <li>• Join words/start to form sentences (1)</li> <li>• Look at books (1)</li> </ul> <p>Resources/Activities</p> <ul style="list-style-type: none"> <li>• Books (1)</li> <li>• Songs/rhymes/poetry (1)</li> <li>• Drama/role play (1)</li> <li>• Show and tell (1)</li> <li>• Music making</li> <li>• Take time to talk (1)</li> <li>• Smile (1)</li> <li>• Maintain eye contact (1)</li> <li>• Ask questions, e.g. what, where, who</li> <li>• Answer questions (1)</li> <li>• Board games (1)</li> <li>• Give him choices of resources/activities (1)</li> </ul> <p>How it supports communication and language</p> <ul style="list-style-type: none"> <li>• Encourage listening skills (1)</li> <li>• Encourage speaking (1)</li> <li>• Encourage creative expression (1)</li> <li>• Speak more words (1)</li> <li>• Expand/encourage vocabulary (1)</li> </ul> <p>Accept any other <b>age</b> appropriate response.</p> <p>Accept responses that provide number of words between 6 and 50.</p> <p><b>Do not</b> accept examples given in the question – objects.</p>	6

Question Number	Answer	Mark
15	<p>Award <b>one</b> mark for each example of adult support and one further mark each for an age appropriate milestone at for a total of <b>four</b> marks.</p> <p><u>Milestones</u></p> <ul style="list-style-type: none"> <li>• Can add two sets of objects together (1)</li> <li>• Can match equal sets (1)</li> <li>• Can arrange into categories (1)</li> <li>• Primary colours (1)</li> <li>• Simple calculations (1)</li> <li>• Understand the need for rules (1)</li> <li>• Name the time of day associated with activities (1)</li> </ul> <p><u>Resource/activity</u></p> <ul style="list-style-type: none"> <li>• Games/objects/activities/resources to encourage memory/imaginative skills/helping them think of others, e.g. books, circle time, role play (1)</li> <li>• Opportunities to visit different places to experience new things, e.g. park, zoo, circus (1)</li> <li>• Encourage children to ask questions, e.g. linking new and past experiences/memory, recall (1)</li> <li>• Ask children questions, e.g. talking about new and past experiences (1)</li> <li>• Encourage children to engage in problem solving (1) Resources activities e.g. Hopscotch, puzzles, problem solving (1) Nursery rhymes/songs to encourage memory, numeracy skills and imagination (1)</li> </ul> <p>Accept any other <b>age</b> appropriate response.</p> <p><b>Do not</b> accept examples given in the questions.</p> <p>Do not accept examples that relate to language and communication</p>	4

Question Number	Answer	Mark
16	<p>Award <b>one</b> mark each for adult support and <b>one</b> further mark each for age appropriate milestones at two years for a total of <b>four</b> marks.</p> <p><u>Milestones</u></p> <ul style="list-style-type: none"> <li>• Building tower of bricks (1)</li> <li>• Feeding herself (1)</li> <li>• Scribble (1)</li> <li>• Draw/mark making/colouring (1)</li> <li>• Using palmer grasp (1)</li> <li>• Drawing dots/circles (1)</li> <li>• Puts shoes on (1)</li> <li>• Fastens shoes with hook and loop fastenings, e.g. VELCRO ® Brand (1)</li> </ul> <p><u>Support/resources/activities</u></p> <ul style="list-style-type: none"> <li>• indoor/or outdoor activities, e.g. bricks/blocks/food/utensils, crayons/pens/pencils/brushes/painting/shoes (1)</li> <li>• Recourses/activities that encourage Jessica to pick up/hold, e.g. small balls/crayons/spoons/shoes/bricks/sand/flour/playdough/puzzle (1)</li> </ul> <p>Accept any other <b>age appropriate</b> response.</p> <p>Accept milestones that Jessica can reach at 18 months.</p> <p><b>Do not</b> accept examples given in the question.</p>	4

Question Number	Answer	Mark
17	<p>The response should include age/stage appropriate examples of expected milestones and understanding of developing skills between the age of <b>three and four years</b>.</p> <p>Learners should be able to provide discussion and examples of how problem-solving activities relate to children's emotional and social development.</p> <p>The response should include a discussion on the negative impact of the adult providing/not providing support, resources, and activities on one other area of development.</p> <p><u>Resources/activities linked to problem solving</u></p> <p>Activities/resources that encourage memory/imagination/problem solving/recall, e.g.</p> <ul style="list-style-type: none"> <li>• Clocks</li> <li>• Puzzles/mazes</li> <li>• Quizzes</li> <li>• Board games</li> <li>• Games with rules</li> <li>• Football</li> <li>• Games requiring cooperation</li> <li>• Books containing moral dilemmas</li> <li>• All about me games</li> <li>• Role play</li> </ul> <p><u>How resources/activities linked to emotional and social development</u></p> <p>To encourage children to:</p> <ul style="list-style-type: none"> <li>• Think about others</li> <li>• Work with others</li> <li>• Work/play together</li> <li>• Gain confidence/self-esteem</li> <li>• Express their feelings</li> <li>• share/help others</li> <li>• Develop friendships/relationships</li> <li>• Interact/talk with other children</li> </ul> <p><u>Milestones</u></p> <ul style="list-style-type: none"> <li>• Finds it easier to wait</li> <li>• Starts to take turns and share</li> <li>• Enjoys being with other children</li> <li>• Will comfort another child</li> <li>• Can cope with separation from primary carer with someone they know</li> <li>• Is beginning to play cooperatively</li> <li>• Shows clear friendship preferences</li> <li>• Plays with others</li> </ul> <p><u>Positive/negative impact on one other area of development</u></p> <ul style="list-style-type: none"> <li>• Isolation/withdrawal from learning</li> <li>• Inability to socialise with others impacts on ability to take part in cooperative games, e.g. football, team sports</li> </ul>	9

	<ul style="list-style-type: none"> <li>• May impact on communication and language (e.g. may not be using questions, language may not be fluent as he has not practised it)</li> <li>• May not be easily understood by others as he has not practised socialising</li> </ul> <p>Accept any <b>age</b> appropriate response.</p> <p>Do not accept examples given in the question.</p>	
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Level	Descriptor	Mark
	No rewardable material	0
Level 1	<ul style="list-style-type: none"> <li>• Demonstrates limited and superficial knowledge and understanding of the relevant factors/issues</li> <li>• Partial attempt to deconstruct information and apply their understanding to the context</li> <li>• Unbalanced or generic judgements are made with limited support of evidence.</li> </ul>	1-3
Level 2	<ul style="list-style-type: none"> <li>• Demonstrates generally accurate knowledge and understanding of the relevant factors/issues</li> <li>• Deconstructs information leading to some coherent and logical chains of reasoning which shows generally sound application of their understanding to the context</li> <li>• Constructs judgements of some of the elements in the question. Judgements are supported by appraisal of evidence but this is likely to be imbalanced.</li> </ul>	4-6
Level 3	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of the relevant factors/issues</li> <li>• 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</li> <li>• 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.</li> </ul>	7-9