

Mark Scheme (Results)

June 2019

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

Unit 1: Patterns of Child Development
(21486E)



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

Question Number	Answer	Mark
1	B A relaxing sleep area	1

Question Number	Answer	Mark
2	D Coordination	1

Question Number	Answer	Mark
3	C On centile charts	1

Question Number	Answer	Mark
4	B Feelings D Interacting	2

Question Number	Answer	Mark
5	A Startling E Grasping	2

Question Number	Answer	Mark
6	C Frustrated	1

Question Number	Answer	Mark
7 (a)	<p>Award one mark for a correct response.</p> <ul style="list-style-type: none"> • Between eighteen months and two and a half years • 18 months and 2 ½ years • Eighteen months • 18 months • Two years • 2 years • Two and half years • 2 ½ years <p>Accept words or numerals.</p> <p>Accept any age within this age range.</p> <p>Accept any age range between eighteen months and two and a half years.</p>	1

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

Question Number	Answer	Mark
7 (c)	<p>Award one mark for a correct response.</p> <ul style="list-style-type: none"> • Cognitive development • Cognition • Cognitive • Intellectual 	1

Question Number	Answer	Mark
8	<p>Award one mark each for a correct response for a maximum of two marks.</p> <ul style="list-style-type: none"> • Can conserve quantities/numbers/volume (1) • Will start to tell the time (1) • Tell the time (1) • Understand the need for rules (1) • Uses rules (1) • Counting up to 100/above 100 (1) • Completes complex/difficult puzzles (1) • Can do calculations/times tables/adding up (1) <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
9	<p>Accept any age between 3 to 4 years.</p> <ul style="list-style-type: none"> • Three to four years • 3-4 years • 3 years • Three years • 3 ½ years • Three and a half years • 4 years • Four years <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
10 (a)	<p>Award one mark for a correct response.</p> <ul style="list-style-type: none"> • May be mobile (1) • Mobile by crawling (1) • Mobile by rolling (1) • May pull up to stand alone (1) • Walk holding onto furniture (1) • Pulls up to stand (1) • Stands up alone (1) • Sit unsupported (1) <p>Accept any other age appropriate response. Do not accept examples given in the question.</p>	1

Question Number	Answer	Mark
10 (b)	<p>Award one mark for a correct response for a maximum of two marks.</p> <ul style="list-style-type: none"> • Can use a pincer grasp/grip (1) • Can use a pincer grasp/grip to grasp objects (1) • Can deliberately release objects by dropping them (1) • Can release objects by dropping them (1) • Pick up small objects (1) • Points using index finger (1) <p>Accept any other age appropriate response. Do not accept examples given in the question.</p>	2

Question Number	Answer	Mark
11	<p>Award one mark for each correct response for a maximum of two marks.</p> <ul style="list-style-type: none"> • Walk along a line (1) • Aim a ball (1) • Kick a ball with force (1) • Steer/ride a tricycle using pedals (1) • Steer/ride a tricycle (1) • Run forwards and backwards (1) • Walk upstairs (1) • Walk upstairs with alternate feet (1) • Throw a large ball (1) • Throw a ball (1) • Hop on one foot (1) <p>Accept any other age appropriate response. Do not accept examples given in the question. Do not accept 'run' on its own as this is achieved at two years.</p>	2

Question Number	Answer	Mark
12 (a)	<p>Award one mark each for a correct response for a maximum of two marks.</p> <ul style="list-style-type: none"> • Understands 'no' (1) • Vocalises in long strings of babbling (1) • Makes babbling sounds (1) • Knows own name (1) • Understands simple instructions (1) <p>Accept any other age appropriate response. Do not accept da and ba as this an example given in the question.</p>	2

Question Number	Answer	Mark
12 (b)	<p>Award one mark each for adult support and one further mark each for an appropriate linked milestone for a maximum of four marks.</p> <p><u>Adult support</u></p> <ul style="list-style-type: none"> • Maintain proximity (1) • Encourage bonding (with adults/children) (1) • Hold Khalid close (1) • Maintain eye contact (1) • Talk/listen to him (1) • Encourage confidence/self-esteem (1) • Encourage Khalid to express his emotions (1) • Provide activities/resources, e.g. emoticons, security blanket, songs/rhymes (1) • Encourage security (1) • Comfort him (1) • Maintain eye contact (1) • Encouraging play with others (1) <p><u>Age appropriate milestones</u></p> <p>To encourage Khalid to:</p> <ul style="list-style-type: none"> • Form specific attachments (1) • Show wariness of strangers (1) • Imitate actions of others (1) • Experiences separation anxiety from primary carers (1) <p>Accept any age appropriate responses. Do not accept happy/sad faces or recognise/respond to a change in emotion as (examples given in the question).</p>	4

Question Number	Answer	Mark
13	<p>Award one mark for each correct response for a total of two marks.</p> <ul style="list-style-type: none"> • Speech clear to anyone unfamiliar • Enjoys books • Turns pages • Speech can be understood easily • Some words may be incorrect • Uses questions • Language is fluent • Some speech immaturities • Using simple/small sentences <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
14	<p>Award one mark each for each type of appropriate milestone, one mark each for a resource and one further mark each for how it supports cognitive development for a maximum of six marks.</p> <p><u>Age/stage milestones</u></p> <ul style="list-style-type: none"> • Understand what is meant by 'more' (1) • Tell whether an object is heavy/ light (1) • Arrange objects into categories/matching (1) • Make connections between people and events (1) • Can count up to 10 (1) • Recognise/name primary colours (1) <p><u>Resources/Activities</u></p> <ul style="list-style-type: none"> • Board games/memory games (1) • Role-play activities (1) • Books (1) • Photographs (1) • Arts and crafts (1) • Trips to zoo/outdoors/park/explore new environments (1) • Weights/measures/containers, colours, shapes, building blocks (1) • Asking questions (1) • Simple counting games, e.g. counters, play money (1) • Simple maths, adding, subtracting (1) <p><u>How they support Grant's cognitive skills</u></p> <ul style="list-style-type: none"> • Memory/recall (1) • Imaginative skills (1) • Problem-solving skills (only accept if not linked to puzzles) (1) • Thinking of others (1) • Link new experiences to past ones (1) • Thinking skills (1) <p>Accept any other age appropriate response. Do not accept examples given in the question. Do not accept problem solving on its own.</p>	6

Question Number	Answer	Mark
15	<p>Award one mark for each for a milestone and one further mark each for adult support, for a total of four marks.</p> <p><u>Milestones</u> To encourage Carrie to:</p> <ul style="list-style-type: none"> • Work out what others are thinking (1) • Negotiate with others • Understand the need for rules (1) • Develop close friendships (1) • Cooperate with others (1) • Separate more easily from parents (1) <p><u>Adult support</u></p> <ul style="list-style-type: none"> • Ball games, team games, board games (1) • Talk/smile/maintain eye contact (1) • Maintain proximity/encourage bonding (1) • Encourage Carrie to develop positive relationships/friendships through activities/resources (1) • Activities/resources that encourage understanding of changing emotions, e.g. dressing up, puppets, books, circle time (1) • Encourage confidence/self-esteem (1) • Encourage interaction with others (1) <p>Accept any other age appropriate response. Do not accept examples given in the question. Do not accept role play as this is an example given in the question.</p>	4

Question Number	Answer	Mark
16	<p>Award one mark each for adult support and one further mark for each milestone for a total of four marks.</p> <p><u>Milestones</u> To encourage Ava to:</p> <ul style="list-style-type: none"> • Draw dots (1) • Develop a hand preference (1) • Pull up/down items of clothing (1) • Develop/use a tripod grasp/grip (1) • Draw a circle (1) • Fasten shoes with hook and loop fastenings, e.g. VELCRO® Brand (1) • Start to dress themselves (1) • Attempt to colour in pictures e.g. staying in the lines (1) • Cut paper (1) <p><u>Adult Support/Encouragement</u></p> <ul style="list-style-type: none"> • Provide pens/pencils/crayons/paintbrushes (1) • Provide items of clothing, e.g. coats, shoes, socks (1) • Provide activities/resources that encourage mark making/writing/drawing skills (1) • Provide activities/resources e.g. building blocks, puzzles (1) <p>Accept any other age appropriate response. Do not accept fork and spoon as this is in the question.</p>	4

Question Number	Answer	Mark
17	<p>Learners should discuss how adults in the nursery can promote children’s cognitive development through using a ‘healthy eating’ theme for children aged between five and eight years.</p> <p>Learners should be able to provide discussion and examples of how the activities that typically take place in a ‘healthy eating’ theme relate to cognitive development.</p> <p>The response should include a discussion on both negative and positive impacts of the ‘healthy eating’ theme on their cognitive development.</p> <p><u>Resources/activities linked to healthy eating</u></p> <ul style="list-style-type: none"> • Categories, sizes, types, number of fruit/vegetable, different foods • Basic nutritional information, e.g. 5 a day • Resources/activities, e.g. cooking implements, pretend/real foods • Resources, e.g. pens, pencils, crayons, paintbrushes, art and craft materials, clocks, board games (relating to foods) • Provide resources, e.g. clocks, home-developed maze/puzzle games around theme of healthy eating • Role-play opportunities, e.g. café, grocery/supermarket • Books on healthy eating, dental hygiene <p><u>Milestones</u></p> <ul style="list-style-type: none"> • Recognise/count numbers between 10 and 100 • Do simple calculations • Show simple reasoning/be reasoned with • Conservation of quantity/volume/number/mass • Complete simple maze • Start to tell the time/tell the time • Understand need for rules • Uses rules <p><u>How resources/activities linked to cognition</u></p> <ul style="list-style-type: none"> • Problem-solving skills • Counting skills • Imagination • Memory/recall <p><u>Negative impact on not providing activities and resources on one other area</u></p> <p><u>Negative impact</u></p> <ul style="list-style-type: none"> • Will affect ability to develop problem-solving, cognitive skills appropriate for age/stage of development • Will affect ability to meet age/stage appropriate milestones in other areas of development, e.g. emotional and social, communication and language (examples may be provided) 	

	<ul style="list-style-type: none"> • May impact on ability for children to make friends/interact/work with other children • May affect confidence/self-esteem <p>Should refer to age appropriate adult support for promoting fine motor and cognitive development. Accept any age appropriate responses.</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.

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