

# Mark Scheme (Results)

January 2020

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

Unit 1: Patterns of Child Development  
(21486E)



## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2020

Publications Code 21486E\_2001\_MS

All the material in this publication is copyright

© Pearson Education Ltd (2020)

Question Number	Answer	Mark
1	C Developmental norms	1

Question Number	Answer	Mark
2	C Cooperate with others	1

Question Number	Answer	Mark
3	A Uncontrolled	1

Question Number	Answer	Mark
4	B Turning head to an adult voice E Beginning to coo	2

Question Number	Answer	Mark
5	A Hold a rattle for a moment E Watch their hands	2

Question Number	Answer	Mark
6	B Cognitive	1

Question Number	Answer	Mark
7 (a)	<p>Award <b>one</b> mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• Three to nine months</li> <li>• 3-9 months</li> <li>• Three/3 months</li> <li>• Four/4 months</li> <li>• Five/5 months</li> <li>• Six/6 months</li> <li>• Seven/7 months</li> <li>• Eight/8 months</li> <li>• Nine/9 months.</li> </ul> <p>Accept words or numerals. Accept any age within this age range.</p>	1

Question Number	Answer	Mark
7 (b)	<p>Award <b>one</b> mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• Two years/2 years</li> <li>• 24 months/Twenty four months</li> <li>• Two and a half years/2 ½ years</li> <li>• Three years/3 years</li> <li>• Two and a half to three years/ 2 ½ to 3 years.</li> </ul> <p>Accept words or numerals. Accept any age within this age range.</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>• Cognitive development</li> <li>• Cognitive</li> <li>• Cognition</li> <li>• Exploration</li> <li>• Memory</li> <li>• Perception</li> <li>• Problem solving</li> <li>• Understanding</li> <li>• Thinking/thought.</li> </ul> <p>Accept any other age appropriate response.</p>	1

Question Number	Answer	Mark
8	<p>Award <b>one</b> mark for each correct response for a total of <b>two marks</b>.</p> <ul style="list-style-type: none"> <li>• Is mobile</li> <li>• Crawling</li> <li>• Rolling</li> <li>• Pulls self up to stand</li> <li>• Stand alone</li> <li>• Walks holding onto furniture</li> </ul> <p><b>Do not accept</b> 'sit unsupported' as it is in the question.</p> <p>Accept any other age appropriate responses.</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>• Picture books</li> <li>• Telling stories</li> <li>• Show and tell</li> <li>• Asking questions</li> <li>• Asking what/where/who</li> <li>• Role play</li> <li>• Writing/drawing skills</li> <li>• Creative expression, e.g. dance/music making</li> <li>• Interacting through smiling/maintaining eye contact</li> </ul> <p><b>Do not accept</b> 'nursery rhymes' or 'songs' are linked to the question.</p> <p>Accept any other appropriate responses.</p>	1

Question Number	Answer	Mark
10 (a)	<p>Award <b>one</b> mark for each correct response for a total of <b>two marks</b>.</p> <ul style="list-style-type: none"> <li>• Emotionally dependent on parents/key persons</li> <li>• Plays alone</li> <li>• Enjoys being near adults/siblings</li> <li>• Insistent on immediate attention to needs</li> <li>• Copies actions</li> </ul> <p>Accept any other age appropriate responses.</p>	2

Question Number	Answer	Mark
10 (b)	<p>Award <b>one</b> mark for each correct response for a total of <b>two marks</b>.</p> <ul style="list-style-type: none"> <li>• Playing alongside/parallel to other children</li> <li>• Onlooker play</li> <li>• Dependent on adults</li> <li>• Jealous of other children gaining attention</li> <li>• Responds well to adult attention/praise</li> <li>• Has tantrums</li> <li>• Unable to wait for needs to be met</li> <li>• May be distracted from tantrums</li> <li>• Plays in parallel with other children</li> <li>• Unable to share toys</li> </ul> <p>Accept any other age appropriate responses.</p>	2

Question Number	Answer	Mark
11 (a)	<p>Award <b>one</b> mark for each correct response for a total of <b>two marks</b>.</p> <ul style="list-style-type: none"> <li>• Can button/unbutton clothes</li> <li>• Uses scissors to cut out simple shapes</li> <li>• Draws a person with head/trunk/legs</li> <li>• Eats with knife/fork/spoon</li> <li>• Threads beads</li> </ul> <p>Do not accept holding cutlery/pen Accept any other age appropriate responses.</p>	2

Question Number	Answer	Mark
11 (b)	<p>Award <b>one</b> mark for each correct response for a total of <b>two marks</b>.</p> <ul style="list-style-type: none"> <li>• Write own name</li> <li>• Colour pictures</li> <li>• Tie/untie shoelaces</li> <li>• Accurately cut out shapes</li> <li>• Thread a large eyed needle</li> <li>• Sew large stitches</li> <li>• Good control over pencil/paintbrushes</li> <li>• Detailed drawings</li> <li>• Clear handwriting</li> </ul> <p>Accept any other age appropriate responses.</p>	2

Question Number	Answer	Mark
12 (a)	<p>Award <b>one</b> mark for a correct response.</p> <p>By providing:</p> <ul style="list-style-type: none"> <li>• Well-ventilated areas to play/sleep</li> <li>• Regular sleep routines</li> <li>• Diet</li> <li>• Nutrition</li> <li>• Food</li> <li>• Water</li> <li>• Opportunities to be outdoors.</li> <li>• Encouraging personal hygiene</li> </ul> <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
12 (b)	<p>Award <b>one</b> mark each for adult support and <b>one</b> further mark each for an appropriate linked milestone for a maximum of <b>four marks</b>.</p> <p><u>Adult support</u></p> <ul style="list-style-type: none"> <li>• Demonstrating skills (1)</li> <li>• Providing obstacle course (1)</li> <li>• Provide Skipping ropes (1)</li> <li>• Provide Balls/beanbags (1)</li> <li>• Provide tricycle / bike with stabilisers (1)</li> <li>• Encouraging children's participation, e.g. praising, reward (1)</li> <li>• Provide opportunities to be outdoors (1)</li> </ul> <p><u>Age appropriate milestone</u></p> <p>To help Soni to:</p> <ul style="list-style-type: none"> <li>• Run avoiding obstacles (1)</li> <li>• Skip (1)</li> <li>• Throw (1)</li> <li>• Catch (1)</li> <li>• Kick (1)</li> <li>• Ride (using pedals) (1)</li> </ul> <p>Accept any other age appropriate responses.</p>	4

Question Number	Answer	Mark
13	<p>Award <b>one</b> mark 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 cognitive development for a maximum of <b>six</b> marks.</p> <p><u>Age appropriate milestone</u></p> <ul style="list-style-type: none"> <li>• Recognise numerals up to 100 (1)</li> <li>• Do simple calculations (1)</li> <li>• Show simple reasoning (1)</li> <li>• Be reasoned with (1)</li> <li>• Conservation of quantity/number (1)</li> <li>• Complete simple maze (1)</li> <li>• Start telling the time (1)</li> <li>• Understands rules (1)</li> <li>• Uses rules (1)</li> </ul> <p><u>Resources/activities</u></p> <ul style="list-style-type: none"> <li>• Board games (1)</li> <li>• Maps/puzzles (1)</li> <li>• Counting games/resources (1)</li> <li>• Riddles (1)</li> <li>• Weights/measures (1)</li> <li>• Cups/containers (1)</li> <li>• Clocks/watches (1)</li> <li>• Games requiring rules/turn taking (1)</li> </ul> <p><u>How resources/activities support cognitive development</u></p> <ul style="list-style-type: none"> <li>• Develop memory (1)</li> <li>• Imaginative skills (1)</li> <li>• Problem-solving skills (1)</li> <li>• Learn new experiences (1)</li> <li>• Recall (1)</li> <li>• Think about others (1)</li> <li>• Negotiate/work with others (1)</li> <li>• Attention/concentration (1)</li> </ul> <p>Accept any other age appropriate responses.</p>	6



Question Number	Answer	Mark
14	<p>Award <b>one</b> mark each for correctly identifying how adults can support Aaron and <b>one</b> further mark each for a correct milestone for a total of <b>four</b> marks.</p> <p><u>Adult support/activities/resources</u></p> <ul style="list-style-type: none"> <li>• Bonding (1)</li> <li>• Maintaining proximity (1)</li> <li>• Maintaining eye contact (1)</li> <li>• Talking in an appropriate tone (1)</li> <li>• Helping Aaron to express his emotions (1)</li> <li>• Expressing feelings through activities (1)</li> <li>• Interacting with Aaron (1)</li> <li>• Responding to changing behaviours (1)</li> <li>• Role modelling (1)</li> <li>• Mimic/copy facial expressions (1)</li> </ul> <p><u>Milestones</u></p> <ul style="list-style-type: none"> <li>• Focus on human faces (1)</li> <li>• Shows interest (1)</li> <li>• Smiles/laughs (1)</li> <li>• Likes to be held (1)</li> <li>• Forms indiscriminate attachments (1)</li> <li>• Recognises emotions (1)</li> <li>• Responds to emotions (1)</li> </ul> <p>Accept any other age appropriate responses.</p>	4

Question Number	Answer	Mark
15	<p>Award <b>one</b> mark for identifying an appropriate activity/resource/adult support and <b>one</b> further mark each for age appropriate milestone.</p> <p><u>Activities/resources/adult support</u></p> <ul style="list-style-type: none"> <li>• Encouraging coordination (1)</li> <li>• Encouraging balance (1)</li> <li>• Encouraging children’s participation, e.g. praising, reward (1)</li> <li>• Providing opportunities to be outdoors (1)</li> <li>• Resources, e.g. ropes, balls, bikes, roller skates (1)</li> <li>• Demonstrating skills (1)</li> <li>• Providing obstacle course (1)</li> <li>• Providing opportunities to swim (1)</li> <li>• Providing team activities, e.g. football (1)</li> </ul> <p><u>Milestones at five to eight years old</u></p> <ul style="list-style-type: none"> <li>• Hop (1)</li> <li>• Skip (1)</li> <li>• Jump (1)</li> <li>• Swerve and dodge (1)</li> <li>• Balance on beam (1)</li> <li>• Ride a bike (1)</li> <li>• Skating (1)</li> <li>• Improved ball skills (1)</li> <li>• Swimming (1)</li> <li>• Hopscotch (1)</li> </ul> <p>Accept any other age appropriate responses.</p>	4

Question Number	Indicative content
16	<p>Learners are expected to show that they understand how activities centred around the theme can promote children’s communication and language skills. They can use different activities to suggest how this can support children’s development to meet expected milestones for communication and language and demonstrate how this can also support one other area of development. For example:</p> <p>Children’s fine motor development could be promoted through art activities where they draw pictures of their houses and put them together on a road map of ‘where I live’. Children could talk about their houses, their families, their gardens and what is around their homes such as a park, shops and add these to the map. This will stimulate their vocabulary as well as their cognitive skills as they learn and understand new ideas and experiences of others.</p> <p><u>Appropriate resources/activities/adult support</u></p> <ul style="list-style-type: none"> <li>• Books</li> <li>• Videos</li> <li>• Internet</li> <li>• Visits to neighbourhoods/shops/parks/exploring buildings</li> <li>• Art and craft activities/resources</li> <li>• Pens/paper/crayons</li> <li>• Scissors/glue</li> <li>• Post box/letters</li> <li>• Asking questions</li> <li>• Encouraging speaking and listening</li> <li>• Telling stories, reciting rhymes</li> <li>• Show and tell</li> <li>• Role-play activities, e.g. shops/home environment/work roles to illustrate home life</li> <li>• Poetry/dance/drama/making music to illustrate home culture</li> <li>• Cooking activities, e.g. of food eaten at home</li> <li>• Physical activity, e.g. sports, active games encouraging social skills</li> </ul> <p><u>Milestones between five and eight years</u></p> <ul style="list-style-type: none"> <li>• Using complex sentences</li> <li>• Use of words, e.g. ‘because’ ‘what’ ‘when’ ‘who’ ‘where’ ‘how’ ‘why’</li> <li>• Talks about what has happened/what might happen</li> <li>• Uses language to argue/answer back</li> <li>• Reasons</li> <li>• Explains ideas</li> <li>• Understands/enjoys jokes/riddles</li> <li>• Mastered basics of reading/writing</li> </ul>

Positive/negative impact on one other area of development

- Cognition
  - Understanding of the world
  - Learning new concepts/ideas/experiences
  - Making connections (memory/recall)
  - Encouraging thinking (about others)
  - Linking concepts
- Physical development
  - Encouraging healthy development, e.g. through types of food, exercise/activities at home
  - Encouraging gross and fine motor development, e.g. through art and craft activities; playing sports games
- Emotional and social development  
Encourages:
  - Friendships/bonding
  - Expressing emotions positively
  - Supporting through transitions
  - Children to interact/socialise
  - Sharing
  - Turn taking
  - Negotiation
  - Thoughtfulness/cooperation
  - Positive role modelling

Accept any other age appropriate responses.

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	<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>
Level 2	4-6	<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>
Level 3	7-9	<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 judgments of the full range of elements in the question. Judgements are fully supported by the comprehensive and balanced appraisal of evidence.</li> </ul>