



Mark Scheme (Results)

January 2021

BTEC First Award in Children's Play, Learning and Development

Unit 1: Patterns of Child Development (21486E)

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1	C Communication and language	1

Question Number	Answer	Mark
2	B Locomotion	1

Question Number	Answer	Mark
3	A copy adult actions	1

Question Number	Answer	Mark
4	B Ask questions D Provide puzzles	2

Question Number	Answer	Mark
5	D Friendships E Cooperation	2

Question Number	Answer	Mark
6	C move and explore	1

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

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

Question Number	Answer	Mark
7 (c)	<p>Award one mark for a correct response.</p> <ul style="list-style-type: none"> • Fine motor development (1) • Fine motor (1) • Fine skills (1) • Small muscles (1) • Small development (1) • Tiny movements (1) • Fine movements • Small movements (1) <p>Do not accept physical</p> <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
8	<p>Award one mark for each correct response for a total of two marks.</p> <ul style="list-style-type: none"> • Conserves quantity/number/mass/volume (1) • Completes a simple maze (1) • Understands need/uses rules (1) • Recognises/counts numerals up to 100 (1) • Does simple calculations/times tables (1) • Shows simple reasoning (1) • Be reasoned with (1) <p>Accept any other age-appropriate response.</p> <p>Do not accept 'can start to tell the time' as this is in the question.</p>	2

Question Number	Answer	Mark
9	<p>Award one mark for a correct response.</p> <ul style="list-style-type: none"> • Understands others have different viewpoints (1) • Can read facial expressions (1) • Can read facial expressions accurately (1) • Recognises/becomes aware what others might be feeling/their needs (1) • Compares self with others (1) • Confidence may be shaken by failure/recognise losing (1) <p>Accept any other age-appropriate response.</p> <p>Do not accept 'strong friendships, often with the same gender' as this is in the question.</p>	1

Question Number	Answer	Mark
10 (a)	<p>Award one mark for each correct response for a total of two marks.</p> <ul style="list-style-type: none"> • Explores objects by sight/sound (1) • Curious to explore environment (1) • Recognises self in mirror (1) • Remembers where things belong (1) • Can remember past experiences (1) <p>Accept any other age-appropriate response.</p>	2

Question Number	Answer	Mark
10 (b)	<p>Award one mark for each correct response for a total of two marks.</p> <ul style="list-style-type: none"> • Uses pincer grasp (1) • Use palmer grasp/to hold object/crayons/scribble with crayons • Build a tower of three bricks (1) • Build a small tower with blocks (1) • Can feed self with spoon (1) <p>Accept any other age-appropriate response.</p>	2

Question Number	Answer	Mark
11 (a)	<p>Award one mark for each correct response for a total of two marks.</p> <ul style="list-style-type: none"> • Thread a needle (1) • Sew/sew large stitches (1) • Good control over pencils/paintbrushes (1) • Detailed drawings (1) • Draw/write/paint well (1) • Clear handwriting/writes in sentences (1) • Tie/untie shoelaces (1) • Cut accurately/cut out shapes accurately/finely (1) <p>Accept any other age-appropriate response.</p>	2

Question Number	Answer	Mark
11 (b)	<p>Award one mark for each correct response for a total of two marks.</p> <ul style="list-style-type: none"> • Hop confidently (1) • Skip confidently (1) • Swerve and dodge when running (1) • Balance/balance on a beam (1) • Ride a bicycle (1) • Use roller skates (1) • Improved ball skills/activities e.g., football, climbing frames (1) • Swimming activities (1) • Hopscotch (1) • Jump confidently (1) <p>Accept any other age-appropriate response.</p> <p>Only accept 'hop', 'skip', 'jump' and 'ball skills' if learner identifies more skilled development</p>	2

Question Number	Answer	Mark
12 (a)	<p>Award one mark for a correct response.</p> <ul style="list-style-type: none"> • Run backwards and forwards (1) • Steer/ride/pedal a tricycle (1) • Walk upstairs with alternate feet (1) • Throw/kick a ball/ large ball (1) <p>Accept any other age-appropriate response.</p> <p>Do not accept 'run' on its own.</p> <p>Do not accepted milestones achieved between three and four years old</p>	1

Question Number	Answer	Mark
12 (b)	<p>Award one mark for each correct activity and a further one mark each for an appropriate milestone for a total of four marks.</p> <p><u>Activities and resources</u></p> <ul style="list-style-type: none"> • Hopscotch/dance/drama (1) • Beam/chalk lines/plank (1) • Ball games/team games (1) • Tricycles/bikes with stabilisers (1) • Resources e.g., balls (1) <p><u>Milestones</u></p> <ul style="list-style-type: none"> • Can hop on one foot (1) • Walk in a line (1) • Aim and throw a ball (1) • Kick ball e.g., with force/ small ball (1) • Ride a tricycle/using pedals (1) <p>Accept any other age-appropriate response.</p> <p>Do not accept responses that give milestones at three years old</p> <p>Do not accept activities that do not link to a milestone where no appropriate milestone has been provided.</p>	4

Question Number	Answer	Mark
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<p>13</p>	<p>Award one mark for each age-appropriate milestone. Award one mark for each activity/resource. Award one mark for each example of how it will support a child's cognitive development.</p> <p><u>Milestone</u></p> <p><u>To help children:</u></p> <ul style="list-style-type: none"> • recognise primary colours (1) • name primary colours (1) • understand what is meant by 'more' (1) • tells difference between heavy/light (1) • understands categories/matching (1) • makes connections between people and events (1) <p><u>Activity/Resource</u></p> <p><u>Kylie can provide children with:</u></p> <ul style="list-style-type: none"> • draw/paint using paints/crayons (1) • objects e.g., weights/ measures (1) • containers (to hold liquid) (1) • coloured blocks/shapes (1) • resources/activities that promote cognitive development e.g., puzzles, games (1) • songs and rhymes, e.g., colours of a rainbow (1) • visits to places to make associations, e.g., fire station, ambulance, shops (1) <p><u>How it supports cognitive development</u></p> <p>This will help children develop:</p> <ul style="list-style-type: none"> • memory/recall (1) • imagination/creativity (1) 	<p>6</p>
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	<ul style="list-style-type: none"> • thinking/using brain/problem solving/thought processes/compare (1) • linking/new experiences (1) • perception (1) • knowledge/understanding (1) <p>Accept any other age-appropriate response.</p> <p>Do not accept responses for milestones already reached at three years old</p>	
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Question Number	Answer	Mark
14	<p>Award one mark for each correct adult support and one mark for each correct milestone for a total of four marks.</p> <p><u>Adult support/actions/activities</u></p> <ul style="list-style-type: none"> • maintain proximity/play with her (1) • respond to changing behaviour (1) • encourage expression of feelings e.g., role model (1) • encourage bonding/attachments e.g., eye contact, smile, comfort (1) • talk in appropriate tone (1) • encourage relationships/socialising (1) • place toys/activities out (encourage parallel play) (1) • praise/reward (1) <p><u>Milestone</u></p> <p><u>To encourage Elouise</u></p> <ul style="list-style-type: none"> • to wait for her needs to be met (1) • to distract her from tantrums (1) • to share toys (1) • to play alongside/parallel to other children (1) <p>Accept any other age-appropriate response</p>	4

Question Number	Answer	Mark
15	<p>Award one mark for each correct example of activity/resource/support.</p> <p>And one mark for each milestone for a total of four marks.</p> <p><u>Adult support/actions/activities</u></p> <ul style="list-style-type: none"> • Singing rhymes/songs (1) • Encourage Mohammed to talk/tell stories (1) • Provide Mohammed with simple maths problems (1) • Provide opportunities, e.g., show and tell/circle time (1) • Ask Mohammed questions (1) • Use of creative expression/role play (1) • Read books to him (1) <p><u>Milestone</u></p> <p>So, he can practice to:</p> <ul style="list-style-type: none"> • Count accurately up to 10 (1) • Use complex sentences with words such as 'because' (1) • talk about what has happened/what might happen (1) • Use language to argue/answer back (1) <p>Accept any other age-appropriate response.</p>	4

Question Number	Indicative content
16	<p>Learners are expected to demonstrate their knowledge and understanding of the types of activities and resources they can provide to babies between one and twelve months. They can use different activities to suggest how this can support children’s development to meet expected milestones for fine and gross motor development and demonstrate how this can also support one other area of development to support future milestones. Learners also need to demonstrate knowledge of how the activities/resources/support can negatively/positively affect one other area of development in reaching future milestones.</p> <p><u>Appropriate resources/activities/adult support</u></p> <ul style="list-style-type: none"> • Play mats • Objects to grasp, e.g., rattles, small balls, toys • Baby gym • Activities/resources to encourage crawling, rolling e.g., toys/balls just out of reach • Activities/resources to encourage walking, e.g., baby walkers, furniture, steps • Musical instruments, e.g., rattles, shakers, drums • Paints, large crayons • Bricks, blocks • Resources to support sitting/standing e.g., furniture, cushions, adults <p><u>Milestones between one and 12 months</u></p> <p><u>Gross motor</u></p> <ul style="list-style-type: none"> • Lift head and chest when on stomach • Bring hands together over body • Roll over from back to front • Sit unsupported • Mobile by crawling/rolling • Pull up to stand • Stands alone • Walk holding on to furniture <p><u>Fine motor</u></p> <ul style="list-style-type: none"> • Watches their hands • Holds a rattle for a moment • Holds objects for a moment • Reaches for a toy • Moves a toy from one hand to the other

	<ul style="list-style-type: none"> • Uses pincer grasp • Uses finger and thumb to grasp objects • Deliberately releases objects by dropping them • Uses pincer grasp to pick up small objects • Points using index finger <p><u>Links to other areas of development</u></p> <p><u>Positive/negative impact on one other area of development</u></p> <p>Encourages/impacts on children’s ability to:</p> <ul style="list-style-type: none"> • Cognitive development <ul style="list-style-type: none"> ○ Develop understanding of the world ○ Learn new concepts/ideas/experiences ○ Make connections (memory/recall) ○ Think about self/others ○ Link concepts • Emotional and social development <ul style="list-style-type: none"> ○ Bond ○ Express emotions ○ Form attachments ○ Recognise and respond to emotions ○ Imitate actions of others • Communication and language development <ul style="list-style-type: none"> ○ Turn to adult’s voice ○ Begin to coo ○ Smile on hearing familiar voice ○ Make short babbling sound such as ‘da’, ‘ba’ ○ Understands ‘no’ ○ Knows own name ○ Understands simple instructions ○ Vocalises in long strings of babbling <p>Accept any other age-appropriate responses.</p>	
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.

		<ul style="list-style-type: none"> • 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 judgments of the full range of elements in the question. Judgements are fully supported by the comprehensive and balanced appraisal of evidence.



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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