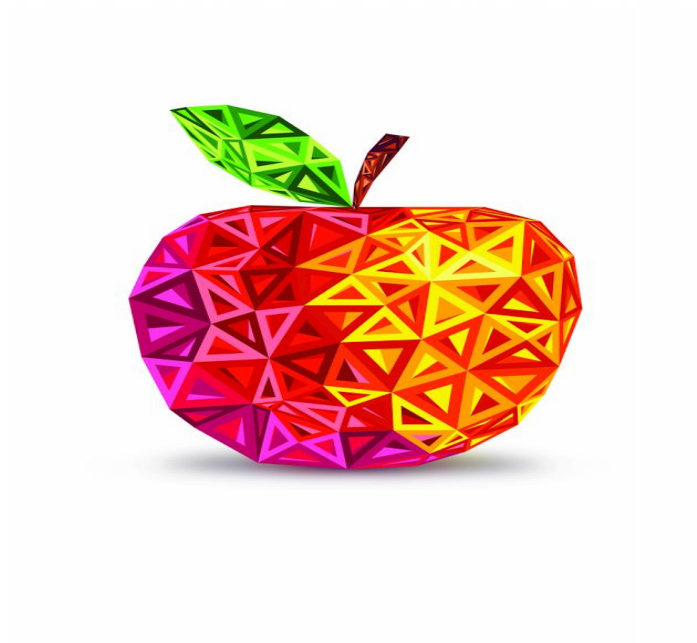


Mark Scheme (Results)

January 2018

BTEC Level 3 National in Children's Play,
Learning and Development
Unit 1: Children's Development (31597H)





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Unit 1: Children's Development

General marking guidance

- All learners must receive the same treatment. Examiners must mark the first learner in exactly the same way as they mark the last.
- Marking grids should be applied positively. Learners must be rewarded for what they have shown they can do, rather than be penalised for omissions.
- Examiners should mark according to the marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically. Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's response and place it within that band. Learners will be placed in the band that best describes their answer.
- The mark awarded within the band will be decided based on the quality of the answer, in response to the assessment focus/outcome and will be modified according to how securely all bullet points are displayed at that band.
- Marks will be awarded towards the top or bottom of that band, depending on how they have evidenced each of the descriptor bullet points.

Children's Play, Learning and Development
Unit 1: Children's Development
January 2018
Draft 1

Section A

Question Number	Answer	Mark
1 (a)	Award one mark for a correct response B - He begins to take turns using resources	1

Question Number	Answer	Mark
1 (b)	Award one mark for a correct response up to a maximum of three marks. <ul style="list-style-type: none"> • modelling salt dough fruit / vegetables • painting the salt dough / fruit / vegetables • handling the pretend money / using pincer grip to handle money • putting/picking vegetables / items in bag / on weighing scales 	3

Question Number	Answer	Mark
1 (c)	Award one mark for each correct way and one further mark for a correct extension that describes how social learning theory is used to support Zach's behaviour. Up to a maximum of four marks. <ul style="list-style-type: none"> • Children remember the behaviour they have observed (1) Zach was watching Thom in the role play area (1) • Zach may copy real experiences of going to a shop (1) may copy how parents / adults have bought vegetables (1) • Children learn behaviour from copying the behaviour of others (1), Zach imitates the early years practitioner being the customer / playing a role / taking turns (1) • Adults can act as role models (1) Zach copies Thom, asking politely (1) • Bobo Doll (if linked) (1) <p>Accept any other appropriate response linked to the scenario.</p>	4

Question Number	Answer	Mark
1d	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some / all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Learning is happening as the children can manipulate / experience objects in the role play area. • If children enjoy the play then they are more likely to count the vegetables. • The children are in the iconic mode, so they are making / using mental images / visual imagery to help their numeracy. • The price labels / coins help them become familiar with numbers. • Having a range of resources helps children learn through play and experiences. • Giving adult support when they are playing will help them to count / weigh / use money. • Children can build on real-life experiences in shops. • They can experiment with handling pretend money. • Making connections between past and present, as development is continuous. • Adults can scaffold the learning and numeracy / helping with counting / addition / introduce mathematical vocabulary. • Thom could support / scaffold numeracy whilst playing in the shop. He could help them count / add up. • It could help children move into symbolic mode, by writing prices / shopping lists / numbers. • Spiral curriculum can be promoted through the role play area being available for children to revisit as often as they wish. • Active learning • Naming three stages <p>Making connections:</p> <ul style="list-style-type: none"> • Links to Vygotsky and scaffolding. <p>Accept any other relevant phrasing / wording, do not accept enactive stage / mode</p>	8

Mark scheme (Award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Descriptor	Mark
Level 0	No rewardable material.	
Level 1	Limited understanding of Bruner's theory. No links to how numeracy can be developed through role play. Points made will be superficial / generic. Points may not be applied or directly linked to Afsana and Zach and may not be age / stage appropriate.	1-3
Level 2	There will be some description of Bruner's theory. There will be some links to how numeracy can be developed through role play. There may be some points described in detail. Some points are directly applied to Afsana and Zach and are age / stage appropriate.	4-6
Level 3	A linked discussion of Bruner's theory. There will be strong links made to how numeracy can be developed through role play. There will be a range of points discussed in detail. Points made are directly applied to Afsana and Zach and are age / stage appropriate.	7-8

Question Number	Answer	Mark
2 (a)	Award one mark for a correct response. D - Pours sand into cups	1

Question Number	Answer	Mark
2 (b)	Award one mark for a correct response up to a maximum of three marks. <ul style="list-style-type: none"> • counting bricks • playing with cups and jugs in the sand tray • playing with different coloured toys • parent and child music group • singing with other children 	3

Question Number	Answer	Mark
2 (c)	Award one mark for each way that applies to Bronfenbrenner's theory and one further mark for a correct linked response to Magda's language development. Up to a maximum of four marks. <ul style="list-style-type: none"> • Impact of environment and settings working together (1) early years practitioner supporting Magda's parents / nursery is meso system (1) • Parent and child music group is micro / meso system (1) gives Magda a wider circle of friends / experiences (1) • Impact of friends / family influences Magda's development (1) including parenting style / lifestyle choices / socio economic status – micro system / copying older cousins (1) • Bronfenbrenner's systems theories / circle diagram / micro-meso-exo-macro-chrono (1) play different roles and link together to promote social development (1) <p>Only one mark for diagram.</p>	4

Question Number	Answer	Mark
2d	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some / all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Knowing Vygotsky's theory has a zone of actual development, a zone of potential development which can be reached with adult support / guidance. Zone of proximal development is the difference between these. • Knowing that early years practitioner / adults / older children need to support learning / reference to scaffolding. • Observing Magda so that she knows what she can do on her own / her zone of actual development. • Magda could be asked questions about colours to extend her learning. • The early years practitioner is counting with Magda to support her numeracy skills. • Understanding the importance of the resources that she is given for learning / active learning. Resources should be age appropriate, e.g. counting blocks, large beads, different size toys. • As Magda is two and a half years old she has limited language skills / vocabulary to answer questions. • Understanding the importance of giving Magda time to play on her own to consolidate learning. • Early years practitioner can work alongside her in zone of proximal development using questioning to extend learning by sharing ideas / encouraging reasoning. • Magda learns from spending time with her older cousins, who can scaffold her play / encourage her to develop cooperative play. <p><u>Making links</u></p> <ul style="list-style-type: none"> • Physical play is a way to involve mathematical concepts. • Other areas of development may be affected and would need to be supported as well. • If support not given early, then there could be long-term impact on Magda's progress and development. <p>Only accept answers that relate to Magda's development up to the age of three years. Answers should not be credited if they refer to activities that would only be appropriate for older children, e.g. sitting at a table and doing school work.</p>	8

Mark scheme (Award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Descriptor	Mark
Level 0	No rewardable material.	0
Level 1	Limited understanding of Vygotsky's theory. No links to how the theory promotes cognitive development Points made will be superficial / generic. Points may not be applied or directly linked to Magda and may not be age / stage appropriate.	1-3
Level 2	There will be some description of Vygotsky's theory. There will be some links to how the theory promotes cognitive development. There may be some points described in detail. Some points are directly applied to Magda and are age / stage appropriate.	4-6
Level 3	A linked discussion of Vygotsky's theory. There will be strong links made to how the theory promotes cognitive development. There will be a range of points discussed in detail. Points made are directly applied to Magda and are age / stage appropriate.	7-8

Question Number	Answer	Mark
3 (a)	<p>Award one mark for any of the following, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Body language / Kicks out her legs (1) • Facial expression (1) • Screws up her eyes (1) • Smiles (1) • Pointing/points to where the ball went (1) 	2

Question Number	Answer	Mark
3 (b)	<p>Award one mark for any of the following, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Adult naming / singing (1) • Adult pointing to parts of her body (heads, shoulders, knees toes) (1) • Providing a range of objects to explore in the treasure basket (1) • Adult playing with bubbles (1) • Providing toys she could explore with her mouth (1) 	2

Question Number	Answer	Mark
3 (c)	<p>Award one mark for each aspect of the theory identified and one further mark for a correct linked response. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Floella is in the sensori-motor stage as she is under one year of age (1) / she is using her mouth / hands to learn (1) • Floella is an active learner (1) she explores using her senses of touch and taste (1) • Floella is given time to explore the treasure basket (1) it is important in sensori-motor stage to practise her motor skills (1) • She understands object permanence (1) as she points to the ball when it rolls out of sight / goes under the basket (1) <p>Accept any other age appropriate response.</p>	4

Question Number	Answer	Mark
3 (d)	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some / all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Floella is nine months old and may be wary / shy of strangers. • She shows separation anxiety when her mother leaves. • Floella shows that she has a secure attachment to her mother, as she cries when she is left. • She soon settles which shows that the attachment is secure. • The childminder is able to distract her with bubbles which links to secure attachment. • The childminder will be forming an attachment with Floella which will help her to feel more secure. • Floella will be learning the routine at the childminder's which will help her to settle. • The childminder responded quickly to Floella's cries and this will help their attachment. • The childminder needs to provide Floella with continuity between home and the setting by working with the parent to support emotional development. • If the situation is managed well, then any effects on Floella's development will be short-term e.g. distress, confusion will reduce over time. • Transition is still happening as Floella has just started attending the setting. • Mention of 'Strange Situation' experiment / test. • Three classifications of attachment: secure, resistant, avoidant. • Links might be made to Bowlby's attachment theory. <p>If only Bowlby mentioned, stay in Level 1.</p>	8

Mark scheme (Award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Descriptor	Mark
Level 0	No rewardable material.	
Level 1	Limited understanding of Ainsworth's attachment theory. No links to how the theory links to emotional development / behaviour. Points made will be superficial / generic. Points may not be applied or directly linked to Floella and may not be age / stage appropriate.	1-3
Level 2	There will be some description of Ainsworth's attachment theory. There will be some links to how the theory links to emotional development / behaviour. There may be some points described in detail. Some points are directly applied to Floella and are age / stage appropriate.	4-6
Level 3	A balanced discussion of the impact of Ainsworth's attachment theory. There will be strong links made to how the theory links to emotional development / behaviour. There will be a range of points discussed in detail. Points made are directly applied to Floella and are age / stage appropriate.	7-8

Question Number	Answer	Mark
4(a)	<p>Award one mark for any of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Throwing a large ball • Running quickly • Avoiding obstacles when running 	2

Question Number	Answer	Mark
4(b)	<p>Award one mark for any of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Can hold conversations • Asking questions • Making up stories 	2

Question Number	Answer	Mark
4 (c)	<p>Award one mark for identification and one additional mark for appropriate expansion.</p> <ul style="list-style-type: none"> • There is a critical period to learn language / critical period is first ten years (1) as Liam and Rosanna are four they are in this period (1) • Language rich environment (1) promotes extended vocabulary and communication opportunities / so adults would have taken all opportunities to talk to Liam and Rosanna / ask them questions (1) • Language acquisition device (1) is innate / means that Liam and Rosanna are learning language by absorbing the language they hear / means that all children learn language in the same order (1) • Talking to each other (1) will mean that they learn new sounds / vocabulary by hearing it spoken (1) 	4

Question Number	Answer	Mark
4 (d)	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some / all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Positive reinforcement can make a child want to repeat behaviour. • Positive reinforcement can come in different forms, such as rewards / praise / non-verbal gestures (clapping, thumbs up) / facial expression (smiles). • When Rosanna asks for a toy rather than shouting or pushing then she should be given positive reinforcement by the teacher, this will show her the behaviour that is wanted. • Positive reinforcement needs to be immediate for young children (primary reinforcer), as they get older it can be delayed (secondary reinforcer). As Rosanna is four years old she would need immediate reinforcement, but could start to develop towards delayed ones. • The reward chart would help Rosanna to see the progress she is making, as well as providing reinforcement. • It has to be a reward she is interested in, otherwise it won't motivate her. • Child sometimes do wanted behaviour only to get the reward but it does not change the underlying behaviour. • Rewards have to be consistent and carried through by all adults. <p><u>Making links</u></p> <ul style="list-style-type: none"> • If she is rewarded then this will boost her self-esteem and promote emotional development. • If she is able to share and take turns, instead of shouting, then she will have more friends (social development) / social skills are being developed. <p><u>Links to theory</u></p> <ul style="list-style-type: none"> • Bandura – if she sees other children getting rewarded for wanted behaviour, then she may copy their behaviour to get a reward. 	8

Mark scheme (Award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Descriptor	Mark
Level 0	No rewardable material.	
Level 1	Limited understanding of Skinner's theory. No links to how to improve behaviour / social / emotional development Points made will be superficial / generic. Points may not be applied or directly linked to Rosanna and may not be age / stage appropriate.	1-3
Level 2	There will be some description of Skinner's theory. There will be some links to how to improve behaviour / social / emotional development. There may be some points described in detail. Some points are directly applied to Rosanna and are age / stage appropriate.	4-6
Level 3	A good discussion of Skinner's theory. There will be strong links made to how to improve behaviour / social / emotional development. There will be a range of points discussed in detail. Points made are directly applied to Rosanna and are age / stage appropriate.	7-8

Section B

Question Number	Answer	Mark
5	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some / all of the indicative content but should be rewarded for other relevant answers.</p> <p><u>Recall:</u></p> <ul style="list-style-type: none"> • Sign language can help children who have an additional need / language impairment. • A visual timetable is used to show the routine of the day and has pictures or photographs to show the children. • Makaton is used in early years settings to help children to communicate. <p><u>Understanding:</u></p> <ul style="list-style-type: none"> • If children can communicate using Makaton / signing it will reduce their frustration and improve behaviour. • Communication is needed for friendships and relationships to develop. • If children cannot make friends then this will impact on their play and learning. <p><u>Analysis and evaluation:</u></p> <ul style="list-style-type: none"> • Lack of communication can lead to a lack of understanding, this can impact on cognitive development and learning can be affected / delayed. • Cooperative play needs children to be able to understand each other and non-verbal communication strategies such as Makaton can help this / support interaction. • If children cannot play cooperatively then this will hamper their social development and may affect their relationships later. <p><u>Making links:</u></p> <ul style="list-style-type: none"> • Bandura – if children see adults using Makaton / signing then they will copy. • Chomsky – can provide a language rich environment by using non-verbal language as well as verbal. <p>Accept any other relevant response.</p>	12

Mark scheme (Award up to 12 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Descriptor	Mark
Level 0	No rewardable material.	0
Level 1	Limited understanding of how using different forms of non-verbal communication support interaction. No links between the impact of using non verbal communication No links to other areas of development. Examples may not be age / stage appropriate. Points made and examples may be superficial / generic. Limited analysis or reference to impact on a child's interaction.	1-4
Level 2	There will be a good understanding of how using different forms of non-verbal communication support interaction Some links between the impact of how using different forms of non-verbal communication support interaction and development. Some links to other areas of development but examples may be brief. Examples are mostly age / stage appropriate. There are some points described in detail. Some analysis or reference to impact on a child's interaction but this may be brief.	5-8
Level 3	There will be an in-depth understanding of importance of how using different forms of non-verbal communication support interaction. Strong links between the impact of how using different forms of non-verbal communication support interaction and development. Strong links made to other areas of development providing detailed examples, good understanding shown. Examples are age / stage appropriate. Detailed analysis of the impact on a child's development.	9-12

Question Number	Answer	Mark
6	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some / all of the indicative content but should be rewarded for other relevant answers.</p> <p><u>Recall:</u></p> <ul style="list-style-type: none"> • Will have to make new friends (social). • May feel lonely (emotional). • Children may be learning different things (cognitive). • Will need to learn names of everyone. • May fall behind in her school work. • Teacher will not know her stage of development and may not set appropriate work. • She might feel scared and anxious about going to a new place. • It may affect her self-esteem / confidence. <p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Learning the routine of the school will help her to feel secure (emotional). • If she feels insecure then that will affect her concentration and learning (cognitive). • May miss previous school / friends. • Unexpected event / transition, so may not be fully prepared. • Teacher will need to form a positive relationship with Mai to help her feel secure. • Moving mid-term may affect what Mai has learnt compared to new peers. Curriculum may repeat what she has already learnt / aspects missed. 	14

	<p><u>Analysis and evaluation:</u></p> <ul style="list-style-type: none"> • Mai will need to learn different rules and routines at new school. • Children may have established friendships and it could be difficult for Mai to fit in. • Mai may feel angry towards her parents, as she may not have wanted to move house. • She may like her new house and school, it may be better than previous one. • If transition is planned and handled positively then effects may be short-term. • She will need to settle into new home and new school which may overwhelm her. <p><u>Making links:</u></p> <ul style="list-style-type: none"> • Skinner – positive reinforcement if children involve Mai in their play. <p>Accept any other age appropriate responses.</p>	
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Mark scheme (Award up to 14 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.		
Level	Descriptor	Mark
Level 0	No rewardable material.	0
Level 1	Limited understanding of the effects of transition. No links between transition and the effects on development. Examples may not be age / stage appropriate. Points made will be superficial / generic and may not be applied. Limited evaluation of the impact of unexpected transition.	1-5
Level 2	A good understanding of the effects of transition. There will be some links between transition and the effects on Mai's development. Examples are mostly age / stage appropriate. Some evaluation of the impact of unexpected transition but this may be brief.	6-10
Level 3	In-depth understanding of the effects of transition. There will be strong links made between transition and the effects on Mai's development. Examples are age / stage appropriate. Detailed evaluation of the impact of unexpected transition and a conclusion is made. All three areas of development must show good understanding.	11-14

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