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Mark Scheme (Results)

January 2019

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.

Section A

Question Number	Answer	Mark
1a	<ul style="list-style-type: none"> • C – Increasing their phonic awareness 	1

Question Number	Answer	Mark
1b	<p>Award one mark for a correct response up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Uses tripod grip • Holding crayons • Drawing • Building towers/bridges with small bricks 	3

Question Number	Answer	Mark
1c	<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"> • Positive reinforcement (1) is used to encourage children to demonstrate wanted behaviour (1) • Praise given by key person is positive reinforcement (1) and provides verbal reward/appreciation for Honey's behaviour (1) • Rewards such as stickers (1) this means that Honey is more likely to repeat the behaviour/this is primary reinforcement (1) • Skinners' theory of operant conditioning (1) can reduce unwanted behaviour (1) <p>Accept any other appropriate response from the case study.</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 learners should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Children remember the behaviour they observe (encoding) • Honey may copy/imitate the behaviour of the other children at story time • Honey may copy the behaviour of the other children because she sees them being rewarded • Key person is drawing attention to the behaviour of others, so that Honey can become more aware of what is wanted • Adults can act as positive role models, so key person is sitting on the carpet alongside her • Children want to please their adult role model • Honey may try to sit well to please her key worker • Other children may start to roll around, as they observe and copy Honey • Links to Bobo doll experiment, observing and imitating significant adult • Links to social development, other children may not want to sit with her if she rolls around <p><u>Making links</u></p> <ul style="list-style-type: none"> • Skinner - positive reinforcement • Behaviour will affect other areas of development <p>Only award marks in level 1 if only the Bobo doll is discussed.</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 Bandura's theory. No links to improving Honey's behaviour or social development. Points made will be superficial/generic. Points may not be applied or directly linked to Honey and may not be age/stage appropriate.	1-3
Level 2	There will be some description of Bandura's theory. There will be some links to improving Honey's behaviour and social development. There may be some points described in detail. Some points are directly applied to Honey and are age/stage appropriate.	4-6
Level 3	A good discussion of Bandura's theory. There will be strong links made to improving Honey's behaviour and social development. There will be a range of points discussed in detail. Points made are directly applied to Honey and are age/stage appropriate.	7-8

Question Number	Answer	Mark
2a	<ul style="list-style-type: none"> • D - Wanting to be independent 	1

Question Number	Answer	Mark
2b	<p>Award one mark for a correct response up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Can say 15 words • Vocalises when pointing to objects • Understands simple instructions • Can link two words - 'Me do' • Can use telegraphic speech <p>Do not accept 'me do' on its own as it does not describe the skill of linking words.</p>	3

Question Number	Answer	Mark
2c	<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"> • Chomsky states there is a critical period to learn language (1) Amira is aged 20 months and so within this critical period (1) • Language Acquisition Device (1) means that Amira was born with the ability to learn language/vocabulary (1) • Language rich environment helps language to develop (1) so adults should take all opportunities to talk to Amira/she will absorb the language she hears around her (1) • Learning language is innate (1) children follow the same pattern of learning language (1) <p>Accept any other appropriate response. Do not credit initials LAD on their own.</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 learners should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Amira has made an attachment to her foster carers • She may have had a secure attachment to her birth parents • Effects of transition on areas of development • Amira has shown that she is able to form multiple attachments • Amira may get upset/show distress when being separated from her foster parents • She may show more distress because she's already been separated from her birth mother • She may take longer to form attachments with her key person • Amira will need to form an attachment with her key person in order to feel secure/happy • Amira needs to be settled in to help her behaviour and emotional development so that she understands her new setting • If Amira is not happy she may not sleep/rest, which will affect her behaviour • Amira needs to learn the routines of her new setting so that she knows what's coming next and it will reduce her distress • Home visits by the key person will help them to get to know each other • Key person could ask foster parents about Amira's routines/comfort objects • Short visits to the nursery to settle in before Amira starts will help her feel secure • The key person needs to provide Amira with continuity between home and the setting to support her emotional development • If the transition is managed well, then any effects on Amira's development will be short term, e.g. distress, confusion • Talking to parents/information sharing/finding out about Amira's likes and dislikes • Internal working models (IWMs) • There is critical period for attachment and Amira is within this. 	8

	<ul style="list-style-type: none"> • Monotropy <p><u>Making links</u></p> <ul style="list-style-type: none"> • Links might be made to Ainsworth's attachment theory • Links to Skinner's positive reinforcement, to praise her as she settles in to nursery 	
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<p>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*.</p>		
Level	Descriptor	Mark
Level 0	No rewardable material.	
Level 1	Limited understanding of Bowlby's theory. No links to attachment and/or development. Points made will be superficial/generic. Points may not be applied or directly linked to Amira and may not be age/stage appropriate.	1-3
Level 2	There will be some description of Bowlby's theory. There will be some links to attachment and development. There may be some points described in detail. Some points are directly applied to Amira and are age/stage appropriate.	4-6
Level 3	A good discussion of Bowlby's theory. There will be strong links made to attachment and development. There will be a range of points discussed in detail. Points made are directly applied to Amira and are age/stage appropriate.	7-8

Question Number	Answer	Mark
3a	<p>Award one mark for a correct response up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Providing model cars and garage • Free painting at easel • Range of dressing up clothes/dressing up as a police man • Role-play kitchen outside • Small world toys available on mat outside <p>Do not accept police officer's costume on its own</p>	2

Question Number	Answer	Mark
3b	<p>Award one mark for a correct response up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Swimming lessons • Slide • Large wooden building blocks • Dressing up clothes • Role play kitchen 	2

Question Number	Answer	Mark
3c	<p>Award one mark for the identification and one additional mark for the appropriate expansion to a maximum of four marks.</p> <ul style="list-style-type: none"> • Bruner states children are active learners/take part in active learning (1) Neal is painting pictures/swimming/playing with cars/slide (1) • Neal is in the iconic mode (1) which means he learns through developing mental images/ dressing up may help him remember about police officers (1) • Using imaginary play such as cars can help to create mental images (1) so he can use these to learn about the world around him (1) • Scaffolding/giving adult support when he is playing (1) will help Neal to learn new concepts/develop (1) <p>Accept any other appropriate response. Do not award marks for enactive or symbolic mode/stage.</p>	4

Question Number	Answer	Mark
3d	<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 learners should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Understanding of Bronfenbrenner's systems theories (micro/meso/exo/macro/chrono) • Micro systems such as family/friends/nursery/key person influence child's development the most • Impact of environment and settings in influencing a child's growth and development (nursery-micro) • Impact of society systems of sanctions/norms/values/attitudes/beliefs/culture/religion/class affect a child's growth and development (access to swimming classes/ parents earning money to afford swimming lessons - exo/chrono) • Nursery has invited parents into the nursery (meso) • Parents talking to key person means that two micro systems meet, which is a meso system • Swimming classes give them a wider circle of friends - social (micro) • Nursery invite police officers into nursery, links to community (macro) • Dressing up clothes reinforce this interaction - cognitive/social development <p><u>Links to other areas of development</u></p> <ul style="list-style-type: none"> • Increased awareness of role of police officers/ people who help us (intellectual development) • May boost self-esteem (emotional development) <p><u>Links to theories</u></p> <ul style="list-style-type: none"> • Bandura - imitating role models (police officers/ swimming teacher) <p>If diagram only, limited to mark band 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 Bronfenbrenner's theory. No links to social development. Points made will be superficial/generic. Points may not be applied or directly linked to Neal and may not be age/stage appropriate.	1-3
Level 2	There will be some description of Bronfenbrenner's theory. There will be some links to social development. There may be some points described in detail. Some points are directly applied to Neal and are age/stage appropriate.	4-6
Level 3	A good discussion of Bronfenbrenner's theory. There will be strong links made to social development. There will be a range of points discussed in detail. Points made are directly applied to Neal and are age/stage appropriate.	7-8

Question Number	Answer	Mark
4a	<p>Award one mark for a correct response up to a maximum of two marks.</p> <ul style="list-style-type: none"> • The teacher encouraged him in PE/to catch the ball • His partner/peers cheered when Ezra caught the ball • The teacher praised him for working hard • Teacher listened carefully <p>Do not accept 'encouragement' on its own.</p>	2

Question Number	Answer	Mark
4b	<p>Award one mark for a correct response up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Add numbers to 20 in his head • Weighs objects with scales • Can do problem-solving tasks • Estimates the weight of objects • Awareness of volume/amount of water in jugs/conservation of mass <p>Do not accept 'counts to 20'.</p>	2

Question Number	Answer	Mark
4c	<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"> • Pre-operational stage (1) is for children aged up to seven, so Ezra is at the end of this stage (1) • Ezra may be in concrete operation stage (1) as he can add up to 20 in his head (1) • Concrete operations means using logic and reasoning (1) Ezra can do problem-solving tasks/this is when children are able to work things out in their heads (1) • Ezra may be able to conserve mass (1) which means he knows that the quantity of an object stays the same despite its changing shape/because he notices the volume of water in the different jugs (1) <p>Accept any other valid response. Do not award marks for sensory-motor or formal operations.</p>	4

Question Number	Answer	Mark
4d	<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 learners should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Knowing Vygotsky's theory has a zone of actual development and a zone of proximal development • The teacher should know Ezra's zone of actual development/ what Ezra can do on his own, e.g. by observing/assessing his physical skills • The teacher is providing scaffolding of his physical skills to take him to the next stage • The teacher should help Ezra in his zone of proximal development so he will be able to achieve more with help from adults • Making sure that Ezra is given the opportunity to be stretched and challenged by the adult to move through zones of development • Ezra could share his knowledge with other children, as a More Knowledgeable Other • The teacher could scaffold/support Ezra to work with others • Working with other children can support Ezra as they are More Knowledgeable Others • The teacher should give Ezra activities that build on each other to support progress through the zone <p><u>Making links</u></p> <ul style="list-style-type: none"> • Ezra may need support and scaffolding with other areas of development • He may need support with physical development and social development <p>Only accept answers that are relevant to Ezra's age of six years.</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 Vygotsky's theory. No links to physical development. Points made will be superficial/generic. Points may not be applied or directly linked to Ezra 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 physical development. There may be some points described in detail. Some points are directly applied to Ezra and are age/stage appropriate.	4-6
Level 3	A good discussion of Vygotsky's theory. There will be strong links made to physical development. There will be a range of points discussed in detail. Points made are directly applied to Ezra 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 learners should be rewarded for other relevant answers.</p> <p><u>Recall:</u></p> <ul style="list-style-type: none">• Takeaways/processed foods are high in salt and fat• Children should eat a balanced diet to remain healthy• Too much fat and sugar can lead to obesity• If a child is obese it may affect their physical development• Too much sugar can affect a child's attention span and impact on cognitive development• A child may become ill frequently if they do not eat enough vitamins and minerals <p><u>Understanding:</u></p> <ul style="list-style-type: none">• A balanced diet according to current government recommendations for children• If a child is constantly ill, then they will miss school• Gross motor skills may be affected, as Petra may not have enough energy to play• Friendships could be affected, if she is ill all the time or doesn't want to run around• Petra may feel sluggish from not eating healthy foods <p><u>Analysis and evaluation:</u></p> <ul style="list-style-type: none">• Missing school could lead to slower cognitive development• If Petra does not see cooking happening, then she won't learn how to cook• She might learn about healthy eating at school and know that she doesn't eat correctly at home• Processed food may contain more additives, which could lead to issues such as hyperactivity or allergies <p><u>Making links:</u></p> <ul style="list-style-type: none">• Maslow's hierarchy of need• Bandura – copying mother's diet <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.	
Level 1	Limited understanding of importance of balanced diet. No links between the impact of a balanced diet and physical and cognitive development. 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 of a balanced diet.	1-4
Level 2	There will be a good understanding of importance of balanced diet. Some links between the impact of a balanced diet and physical and cognitive 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 of a balanced diet.	5-8
Level 3	There will be an in-depth understanding of importance of balanced diet. Strong links between the impact of a balanced diet and physical and cognitive 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 of a balanced diet.	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 learners should be rewarded for other relevant answers.</p> <p><u>Recall:</u></p> <ul style="list-style-type: none"> • Extra resources can be provided by the nursery • Specialist help and assessment can be provided • Early intervention will lessen the impact and he may not fall so far behind • There is an increased likelihood of a positive outcome • Without support his development will fall further behind • 1 to 1 support can be given <p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Need to work in partnership with parents to help Drew • He may be able to improve before he starts school • Being behind his peers may make it difficult for him to make friendships • Overall delay may mean that he has not yet learnt to play cooperatively and this will affect his social development • Medical treatment could be sought, if appropriate • If he is observed regularly, then targets can be set and worked towards <p><u>Analysis and evaluation:</u></p> <ul style="list-style-type: none"> • If parents and nursery work together then there will be a better outcome for Drew • Multi-professional working will support Drew and his family best • May have long-term effects if not supported, it may impact his literacy and progress at primary school • Progress can be monitored and details given to parents and other professionals. Plans can be altered to suit Drew's progress <p><u>Making links:</u></p> <ul style="list-style-type: none"> • Vygotsky - scaffolding/zones of development • Bruner - scaffolding • Bronfenbrenner - family support <p>Accept any other relevant age-appropriate response.</p>	14

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.	
Level 1	Limited understanding of the impact of early intervention. No links between early intervention and the effects on Drew's development. Examples may not be age/stage appropriate. Points made will be superficial/generic and may not be applied. Limited evaluation of impact of early intervention.	1-5
Level 2	A good understanding of the impact of early intervention. There will be some links between early intervention and the effects on Drew's development. Examples are mostly age/stage appropriate. Some evaluation of the impact of early intervention but this may be brief.	6-10
Level 3	In-depth understanding of the impact of early intervention. There will be strong links made between early intervention and the effects on Drew's development. Examples are age/stage appropriate. Detailed evaluation of the impact of early intervention and a conclusion is made.	11-14

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