



Mark Scheme (Results)

June 2019

Pearson BTEC Level 3 – 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
June 2019

Question Number	Answer	Mark
1a	<ul style="list-style-type: none"> • B – Control of head 	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"> • Wooden spoon • Xylophone • Plastic bottle containing rice 	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> <p>Albie is in the enactive mode (1) so Albie can develop through physical play/actively engaging with objects will help him to learn (1)</p> <p>Albie will soon be entering the iconic mode (1) which means that he may start to learn through developing mental images/sharing books will help him develop images (1)</p> <p>Scaffolding when he is playing will help Albie to learn/develop (1) so Rosa is looking at books with him (1)</p> <p>Actively engaging with/handling objects will help Albie to learn (1) so using the wooden spoon to bang on different objects /playing with bottle containing rice, will help him learn about sound (1)</p> <p>Accept any other relevant phrasing/wording. Do not accept symbolic stage/mode.</p>	4

Question Number	Answer	Mark
1d	<p>Answers will be credited according to the learner'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>Theory</u></p> <ul style="list-style-type: none"> • Ainsworth looked at children's response to strangers. • Strange situation experiment – children separated from parent for short time and child's response was noted, both during separation and when reunited. • Ainsworth researched the strength of attachments. • Ainsworth's three classifications of attachment: secure, resistant, avoidant. <p><u>Application</u></p> <ul style="list-style-type: none"> • Albie has a secure attachment because he is pleased to see his mother on her return. • Albie settles quickly with the childminder, Rosa, which shows he has made an attachment with her. • Albie does not show separation anxiety because he has a strong attachment to the childminder/ he has been there five months. • Albie became upset when there was a stranger at the childminder's (new student on work placement). • This is known as 'stranger anxiety'. • Importance of Rosa as the key person. • Importance of maintaining parent partnership to maintain attachment. <p><u>Making links</u></p> <ul style="list-style-type: none"> • Credit links to Bowlby. 	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 theory. No links to emotional development. Points made will be superficial/generic. Points may not be applied or directly linked to Albie and may not be age/stage appropriate.	1-3
Level 2	There will be some description of Ainsworth's theory. There will be some links to emotional development. There may be some points described in detail. Some points are directly applied to Albie and are age/stage appropriate.	4-6
Level 3	A good discussion of Ainsworth's theory. There will be strong links made to emotional development. There will be a range of points discussed in detail. Points made are directly applied to Albie and are age/stage appropriate.	7-8

Question Number	Answer	Mark
2a	<ul style="list-style-type: none"> • B – Hand-eye coordination 	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"> • Letter of the week/sounding out first letter • Role-play post office/writing paper and envelopes /writing resources • Books about posting letters • Encouraging parents to read aloud with Harrison/ have conversations with Harrison 	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) Harrison is aged three years and so is within this critical period (1) • Harrison was born with ability to learn language/because it is innate (1) Harrison will learn the language/vocabulary he hears around him/Emma should take all opportunities to talk to Harrison to extend his vocabulary (1) • A language rich environment will help language to develop (1) so Emma encourages his parents to have conversations and interact with Harrison/ the pre-school provides opportunities to hear language spoken (1) • The Language Acquisition Device (1) means that Harrison is learning language in the same order that all children learn language, but is slower in doing so (1) <p>Accept any other age 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 learner'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>Theory</u></p> <ul style="list-style-type: none"> • A schema is a repeated action to create a mental structure. • Schemas help children to make sense of the world around them. • Observation helps the early years practitioners to identify schema and plan appropriate activities. • Four stages to a schema – assimilation/ accommodation/equilibrium/adaptation. • Children are active learners and need time to explore on their own. <p><u>Application</u></p> <ul style="list-style-type: none"> • Harrison has a schema to put objects into the bags/trolley. • Learners need activities such as the envelopes and post box to give them new situations to explore/experiment with. • Real-life/past experiences support learning through schema. Harrison may have visited a post office / may have put shopping into a trolley. • Assimilation – new information is taken in. Harrison likes to put objects into things, such as objects into bags or toys into a shopping trolley. • Accommodation – information is modified and adapted to account for new experiences. Harrison learns that you can put letters into the post box. • Equilibrium – the balance of previous/existing and new concepts. Putting objects into bags is linked with putting letters into the post box. • Adaptation – adapting thoughts through assimilation and accommodation. Harrison learns about writing and posting letters. • Open-ended questions can help children through these processes. <p><u>Making links</u></p> <ul style="list-style-type: none"> • Links to other relevant theories. • Links to maths, counting letters. • Links to physical development (fine motor skills). 	8

	<ul style="list-style-type: none"> • Links made between schema theory and stages of learning theory should only be preoperational stage. 	
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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 Piaget's schema theory. No links to cognitive development. Points made will be superficial/generic. Points may not be applied or directly linked to Harrison and may not be age/stage appropriate.	1-3
Level 2	There will be some description of Piaget's schema theory. There will be some links to cognitive development There may be some points described in detail. Some points are directly applied to Harrison and are age/stage appropriate.	4-6
Level 3	A good discussion of Piaget's schema theory. There will be strong links made to cognitive development. There will be a range of points discussed in detail. Points made are directly applied to Harrison 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"> • Singing number songs • Counting fingers • Counting the children having lunch • Using number floor tiles 	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"> • Has a preferred hand (left) • Draws circles and lines • Can turn pages of a book 	2

Question Number	Answer	Mark
3c	<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"> • Zone of actual development (ZAD) is what Lexi can achieve on her own (1) Helen will need to observe Lexi to find out what this is (1) • Zone of proximal development (ZPD) is what Lexi can achieve with support (1) Helen is supporting her to count her fingers (1) • Scaffolding helps children to progress to the next level (1) Helen could support Lexi to find the right number floor tile/count to higher numbers using her fingers/give her objects to help her count (1) • Children need time to practise/reinforce skills (1) so Helen should make sure she gives Lexi time (1) • Children can learn from a more knowledgeable other (MKO) (1) Lexi copies the older children and runs to the correct floor tile (1) <p>Do not award marks for ZPD/ZAD/MKO without description. Accept any other valid response.</p>	4

Question Number	Answer	Mark
3d	<p>Answers will be credited according to the learner'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>Theory</u></p> <ul style="list-style-type: none"> • Bobo doll experiment. • Children learn through imitation/copying what they have observed others doing. • Children observe their peers and adults to notice skills and actions. • Adults can act as role models to promote learning. • Children are more likely to copy adults who are important to them, e.g. key person. • Children remember the behaviour they have observed. <p><u>Application</u></p> <ul style="list-style-type: none"> • Lexi observed Helen writing the lunch menu. • Lexi copied Helen and wrote her own menu. • Seeing adults writing shows the children that it has a purpose and so they will copy what they are doing. • Children want to please their role model so Lexi shows Helen her writing. • Other children can also act as a role model and Lexi may copy the older children when they are running to number tiles/writing. • The early years practitioners can encourage children to help each other by demonstrating activities they are good at, so that other children can copy. • The early years practitioners could use Lexi's 'writing' to encourage other children to write their own menus. They might copy her actions. • It is important that early years practitioners demonstrate skills in a professional way at all times, so that children can copy and learn. <p><u>Making links</u></p> <ul style="list-style-type: none"> • Skinner – praise given/positive reinforcement. • Lexi receives a reward from Helen because she puts the writing on display. 	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 cognitive development. Points made will be superficial/generic. Points may not be applied or directly linked to Lexi 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 cognitive development. There may be some points described in detail. Some points are directly applied to Lexi and are age/stage appropriate.	4-6
Level 3	A good discussion of Bandura's theory. There will be strong links made to cognitive development. There will be a range of points discussed in detail. Points made are directly applied to Lexi and are age/stage appropriate.	7-8

Question Number	Answer	Mark
4a	Award one mark for a correct response up to a maximum of two marks. <ul style="list-style-type: none"> • Improved stamina • Improved balance • Cardiovascular fitness • Develops gross motor skills <p>Accept any other appropriate response linked to the physical benefits of dancing.</p>	2

Question Number	Answer	Mark
4b	Award one mark for a correct response up to a maximum of two marks. <ul style="list-style-type: none"> • Putting on a show to parents • Praise is given by the teacher • Succeeding with a new dance move • Children clapping/cheering her 	2

Question Number	Answer	Mark
4c	<p>Award one mark for the identification and one additional mark for the appropriate expansion, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Positive reinforcement (1) is used to encourage children to try new things, such as the dance move (1) • Praise given by the dance teacher is positive reinforcement (1) and provides verbal reward/appreciation for Bree’s behaviour/attempts at new move (1) • Dance teacher uses chance of performing in the show as a secondary reinforcer/reward (1) this means that Bree is more likely to repeat the move and to continue to try (1) • Reinforcers can be primary (1) such as claps from classmates/praise from teacher • Reinforcers can be secondary as children get older (1) such as chance to perform in the show (1) <p>Accept any other appropriate response from the case study.</p>	4

Question Number	Answer	Mark
4d	<p>Answers will be credited according to the learner'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>Theory</u></p> <ul style="list-style-type: none"> • Understanding of Bronfenbrenner's systems theories (micro/meso/exo/macro/chrono). <p><u>Application</u></p> <ul style="list-style-type: none"> • Impact of family/friends/teachers influencing child's development (parents letting them go to dance club – micro). • Impact of two micro systems/environments interacting influencing and development (dance club/school interacting – meso). • How society systems of norms/values/attitudes affect a child's growth and development (dance club seen as a healthy activity – exo/chrono). • School teacher is inviting parents into watch assembly (two micro systems meeting = meso). • Dance class gives the children a wider circle of friends of different ages – social (micro). • School invite dance club, links to community (macro). • Parents can afford to send Bree to dance club (exo/chrono). • Dance club is in a community centre, which is open to all schools in the area. <p><u>Links to other areas of development</u></p> <ul style="list-style-type: none"> • Increased gross motor skills (physical development). • Cognitive development may be boosted by interaction with others, new vocabulary, awareness of music. • May boost self-esteem by performing/succeeding (emotional development). <p><u>Links to theories</u></p> <ul style="list-style-type: none"> • Bandura – imitating role models (dance teachers/older children). • Skinner – praise given to support learning. <p>If diagram only with no further application then 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 Bree 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 social development. There may be some points described in detail. Some points are directly applied to Bree 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 Bree and are age/stage appropriate.	7-8

Question Number	Answer	Mark
5	<p>Answers will be credited according to the learner'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"> • Consideration of feelings helps children to make friends (social development). • It helps them to understand their own feelings (emotional). • Naming feelings can support children to understand. • Empathy is when you try to understand another's feelings. • Sympathy is when you feel sorry for them. • Helps to develop their play. • Circle time is used to explore feelings. • Pro-social behaviour. <p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Early years practitioners need to support young children to cope with their feelings. • Understanding the feelings of others can build stronger friendships. • Role play can help the children to put themselves into a role and experiment with how it feels. • Early years practitioners would need to make the activities age appropriate. • Children do not start to understand the feelings of others until they are three years old. • Boosting children's self-esteem can help them to support others. • Children are more likely to understand the feelings of others if they are able to control/understand their own. <p><u>Analysis:</u></p> <ul style="list-style-type: none"> • Empathy is an important skill and if you do not learn this at a young age it can impact on adult relationships. • Can boost self-concept if they see themselves as helping others. • Play is a good way for children to explore feelings in a safe environment <p><u>Making links:</u></p> <ul style="list-style-type: none"> • Cognitive development – new vocabulary of feelings. 	12

	Accept any other relevant response/theory.	
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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 encouraging children to think about the feelings of others. No links between the impact of encouraging children to think about the feelings of others and emotional or social 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 encouraging children to think about the feelings of others.	1-4
Level 2	There will be a good understanding of importance of encouraging children to think about the feelings of others. Some links between the impact of encouraging children to think about the feelings of others and emotional/social 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 encouraging children to think about the feelings of others.	5-8
Level 3	There will be an in-depth understanding of importance of encouraging children to think about the feelings of others. Strong links between the impact of encouraging children to think about the feelings of others and emotional and social 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 encouraging children to think about the feelings of others.	9-12

Question Number	Answer	Mark
6	<p>Answers will be credited according to the learner'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"> • Luca learns about how to care for a baby (cognitive development). • He enjoys the responsibility of being an older brother (emotional). • Luca is proud/happy in new role as a brother (emotional). • Will have someone to play with as baby gets older (social). • Luca may be jealous of the attention the baby gets (emotional). • Luca's behaviour may change and he may be disruptive at home/school (social). • Luca may learn new physical skills such as holding the baby/being careful with his movements. • Luca may learn new vocabulary about babies and equipment (language). <p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Having a baby waking him up may disturb Luca's sleep. • His parents may not have as much time for him. • He might feel left out/not go to as many clubs/not have as many opportunities. • His parents need to make sure that they do not exclude him. • Luca may not be prepared for the transition. • It may boost Luca's self-esteem if he is able to help. • Luca may want to talk about his brother with his friends and other adults. <p><u>Analysis and evaluation:</u></p> <ul style="list-style-type: none"> • Luca may realise that the family has changed and he may react in positive/negative way. • The reaction of the extended family can support him, by promoting his importance. • Expectations of helping may be too much at his age (emotional/cognitive.) • His parents may be short-tempered if they are lacking in sleep/coping with a new baby. • There may be less money to spend on him. 	14

	<ul style="list-style-type: none"> • Luca might enjoy being the big brother/give him a sense of importance and responsibility. <p><u>Making links:</u></p> <ul style="list-style-type: none"> • Bowlby/Ainsworth – making attachment with the new baby. • Skinner – giving rewards for helping with baby may boost self-esteem. <p>Accept any other relevant response/theory.</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.	
Level 1	<p>Limited understanding of the impact of new baby in the family.</p> <p>No links between a new baby in the family and effect on development.</p> <p>Examples may not be age/stage appropriate.</p> <p>Points made will be superficial/generic and may not be applied.</p> <p>Limited evaluation of the impact on Luca's overall development.</p>	1-5
Level 2	<p>A good understanding of the impact of new baby in the family.</p> <p>There will be some links between a new baby in the family and effect on development.</p> <p>Examples are mostly age/stage appropriate.</p> <p>Some evaluation of the impact on Luca's overall development but this may be brief.</p>	6-10
Level 3	<p>In-depth understanding of the impact of new baby in the family.</p> <p>There will be strong links made between a new baby in the family and effect on development.</p> <p>Examples are age/stage appropriate.</p> <p>Detailed evaluation of the impact on Luca's overall development and a conclusion is made.</p>	11-14

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