



Mark Scheme (Results)

January 2020

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
January 2020

Question Number	Answer	Mark
1a	<ul style="list-style-type: none"> • D Preoperational 	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"> • Swimming lessons • Attending day nursery • Attending church/Meeting other families from church • Living with aunt and uncle 	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"> • Chomsky states there is a critical period to learn language (1) Nahla is aged three years and 11 months and so within this critical period (1) • The Language Acquisition Device (1) means language was innate / Nahla was born with the ability to learn language/vocabulary (1) • Language rich environment helps language to develop (1) so adults should plan opportunities to talk to Nahla/she will absorb the language she hears around her (1) • In the critical period children are able to learn more than one language (1) although this may cause some delay/children follow the same pattern of learning language (1) • Universal grammar (1) is the ability for a child to learn about sentence structure without being taught (1) <p>Do <u>not</u> credit initials LAD on their own.</p> <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 learner's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below.</p> <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> <table border="1" data-bbox="352 831 1337 1491"> <thead> <tr> <th data-bbox="352 831 480 864">Level</th> <th data-bbox="480 831 1262 864">Descriptor</th> <th data-bbox="1262 831 1337 864">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 864 480 898">Level 0</td> <td data-bbox="480 864 1262 898">No rewardable material.</td> <td data-bbox="1262 864 1337 898">0</td> </tr> <tr> <td data-bbox="352 898 480 1070">Level 1</td> <td data-bbox="480 898 1262 1070"> Limited understanding of Bronfenbrenner's theory. No links to Nahla's social development. Points made will be superficial/generic. Points may not be applied or directly linked to Nahla and may not be age/stage appropriate. </td> <td data-bbox="1262 898 1337 1070">1-3</td> </tr> <tr> <td data-bbox="352 1070 480 1279">Level 2</td> <td data-bbox="480 1070 1262 1279"> There will be some description of Bronfenbrenner's theory. There will be some links to Nahla's social development. There may be some points described in detail. Some points are directly applied to Nahla and are age/stage appropriate. </td> <td data-bbox="1262 1070 1337 1279">4-6</td> </tr> <tr> <td data-bbox="352 1279 480 1491">Level 3</td> <td data-bbox="480 1279 1262 1491"> A good discussion of Bronfenbrenner's theory. There will be strong links made to Nahla's social development. There will be a range of points discussed in detail. Points made are directly applied to Nahla and are age/stage appropriate. </td> <td data-bbox="1262 1279 1337 1491">7-8</td> </tr> </tbody> </table> <p>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>Theory:</u></p> <ul style="list-style-type: none"> • Understanding of Bronfenbrenner's systems theory (micro/meso/exo/macro/chrono) • The greatest influence on the child is the inner circle in the diagram - micro • Micro systems such as family/friends/nursery/key person influence child's development the most 	Level	Descriptor	Mark	Level 0	No rewardable material.	0	Level 1	Limited understanding of Bronfenbrenner's theory. No links to Nahla's social development. Points made will be superficial/generic. Points may not be applied or directly linked to Nahla 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 Nahla's social development. There may be some points described in detail. Some points are directly applied to Nahla and are age/stage appropriate.	4-6	Level 3	A good discussion of Bronfenbrenner's theory. There will be strong links made to Nahla's social development. There will be a range of points discussed in detail. Points made are directly applied to Nahla and are age/stage appropriate.	7-8	8
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	<ul style="list-style-type: none">• Meso system is when two micro systems work together/come into contact <p><u>Application:</u></p> <ul style="list-style-type: none">• Examples of Nahla’s micro systems are: mother, father, aunt, uncle, key person at nursery• Meso systems is when two micro systems meet - Nahla’s parents have spoken to the nursery, Nahla’s mother volunteers once a week, father takes her to swimming lessons, parents meeting new families at church• Exo system – Nahla’s father getting work at the university has an impact on Nahla’s social development, as she now meets new people.• Macro system – influence of church community, local authority provide swimming pool where Nahla can go to meet new people/children <p><u>Links to other areas of development</u></p> <ul style="list-style-type: none">• Increased physical development from swimming – more friendships• May boost self-esteem if they have a wide circle of friends (emotional development) <p><u>Links to theories</u></p> <ul style="list-style-type: none">• Bandura - imitating role models <p>If Bronfenbrenner’s circle diagram only, limited to mark band 1.</p>	
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Question Number	Answer	Mark
2a	<ul style="list-style-type: none"> • B Putting his photo on his coat peg 	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"> • Throwing balls • Pushing brick trolley • Walk unaided • Banging a drum 	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"> • Positive reinforcement (1) could be used to encourage children to try to feed themselves with a spoon/wash their hands (1) • If the early years practitioners praise the children (1) the children will keep trying to please them (1) • Rewards such as toys should be given for trying (1) to encourage the children not to give up (1) • Positive body language/clapping and facial expressions/smiling can be a positive reinforcement (1) and can mean the children are more likely to repeat the activity (1) • Operant conditioning (1) involves using reinforcers to promote a range of self-care skills (1) • Primary reinforcers would be more appropriate (1) as the children are too young to wait for/understand secondary reinforcers (1) <p>No marks for negative reinforcement. Accept any other appropriate response as long as it contains links to the theory.</p>	4

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2d	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material using the levels descriptors and indicative content below.</p> <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> <table border="1" data-bbox="352 510 1337 1137"> <thead> <tr> <th data-bbox="352 510 480 544">Level</th> <th data-bbox="480 510 1273 544">Descriptor</th> <th data-bbox="1273 510 1337 544">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="352 544 480 577">Level 0</td> <td data-bbox="480 544 1273 577">No rewardable material.</td> <td data-bbox="1273 544 1337 577">0</td> </tr> <tr> <td data-bbox="352 577 480 757">Level 1</td> <td data-bbox="480 577 1273 757"> Limited understanding of Ainsworth's theory. No links to attachment and/or development. Points made will be superficial/generic. Points may not be applied or directly linked to Isaac and may not be age/stage appropriate. </td> <td data-bbox="1273 577 1337 757">1</td> </tr> <tr> <td data-bbox="352 757 480 936">Level 2</td> <td data-bbox="480 757 1273 936"> There will be some description of Ainsworth'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 Isaac and are age/stage appropriate. </td> <td data-bbox="1273 757 1337 936">4</td> </tr> <tr> <td data-bbox="352 936 480 1137">Level 3</td> <td data-bbox="480 936 1273 1137"> A good discussion of Ainsworth'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 Isaac and are age/stage appropriate. </td> <td data-bbox="1273 936 1337 1137">7</td> </tr> </tbody> </table>	Level	Descriptor	Mark	Level 0	No rewardable material.	0	Level 1	Limited understanding of Ainsworth's theory. No links to attachment and/or development. Points made will be superficial/generic. Points may not be applied or directly linked to Isaac and may not be age/stage appropriate.	1	Level 2	There will be some description of Ainsworth'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 Isaac and are age/stage appropriate.	4	Level 3	A good discussion of Ainsworth'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 Isaac and are age/stage appropriate.	7	8
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Application:

- Isaac is 13 months old and may be wary / shy of strangers.
- He may show separation anxiety when he leaves his key person in the baby room.
- Daniel will need to form an attachment to Isaac.
- As Daniel knows Isaac's likes and dislikes, this may help him to form an attachment.
- As Isaac learns the routine he will feel more secure in the new room.
- Isaac could visit the new room with the old key person, to help him feel less anxious.
- Isaac had secure attachment with his old key person, as he is crying when they are not in the new room.
- Daniel is able to distract him when he's crying, which links to Isaac having secure attachments.
- If the transition to the new room is managed well, then any effects on Isaac's development will be short-term, e.g. distress, confusion will reduce over time.
- Daniel needs to provide Isaac with continuity between the baby room and the toddler room by working with the previous key person to support emotional development during the transition.

Links might be made to Bowlby's attachment theory.

If only Bowlby mentioned with no link to Ainsworth, stay in Level 1.

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"> • Certificate for being a responsible buddy • Winning a medal at swimming • Swimming medal shown in assembly • Being a member of school football/swimming team 	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"> • Understanding time/how long it takes Edith to swim one length • Measure the length of the swimming pool • Practising times tables. 	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"> • Children remember the behaviour they have observed/watched (encoding/attention/retention) (1) the school organised the buddy system to promote wanted behaviour in the library (1) • Children learn behaviour from copying the behaviour of other children (retention/reproduction)(1) Oscar copies Edith and looks at books quietly (1) • Other children can act as role models (motivation) (1) Edith is being a role model for Oscar/role model to promote sports (1) • Children want to please their role model (motivation) (1) Oscar gets praise from Edith for reading quietly/behaving well (1) • Children see how others behave (attention) (1) Oscar sees how Edith behaves in the library (1) <p>One mark only for Bobo doll with no link. (1)</p> <p>Accept any other appropriate response.</p>	4

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	<p><u>Application:</u></p> <ul style="list-style-type: none">• Observing/assessing Edith’s zone of actual development/what she can do on her own, then plan relevant activities.• Helping Edith in the zone of proximal development where she will be able to achieve with the help of adults/older children.• Giving Edith extra sessions will give her time and support to progress through the zone of proximal development.• Understanding the importance of giving Edith time to consolidate/practise her learning/skills, e.g. times tables.• Teaching assistant is working alongside her in the zone of proximal development using questioning to extend learning by sharing ideas/encouraging reasoning.• Edith is sitting with the teaching assistant who is a More Knowledgeable Other. <p><u>Making links:</u></p> <ul style="list-style-type: none">• Getting advice from other professionals can support teachers/teaching assistant to help Edith• Support Edith's development of sustained shared thinking and help her to learn new concepts.• Early intervention can reduce the long-term impact• Edith will need emotional support to cope with being less able at maths• Linking to other areas of the curriculum/development• Links to Bruner/scaffolding only.	
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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"> • Handling the sea objects • Painting • Sticking/gluing • Feeding the goldfish • Turning the pages of a book 	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"> • Touching/exploring objects • Playing/Listening to music • Looking at a book / the goldfish 	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"> • Bruner's theory involved active learning (1) Sophia is doing this through exploring the objects related to the sea (1) • Sophia is in iconic mode (1) which means she learns through developing mental images when she looks at the book and when she looks at the goldfish (1) • EYPs scaffold Sophia's learning (1) by providing adult support/ asking her open-ended questions (1) • Sophia has only just left enactive mode (1) so handling objects will support her understanding (1) • EYP has promoted the iconic mode (1) by providing images/pictures/books to accompany verbal information (1) <p>Do not credit symbolic stage as this is not relevant to the age of the child. Accept any other appropriate response.</p>	4

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Application:

- Sophia needs activities like exploring objects to give her new situations to explore/experiment with.
- Sophia uses her past experience with the fish at home and in pre-school to make sense of the fish in the sea.
- Assimilation - new information is taken in. Sophia learns about the fish in the sea.
- Accommodation - information is modified and adapted to account for new experiences. Sophia looks at the goldfish and then at the book about fish.
- Equilibrium - the balance of previous/existing and new concepts.
- Adaptation - adapting thoughts through assimilation and accommodation.
- Sophia is given time to explore on her own.

Making links:

- Credit reference to Athey's theory if linked to Piaget.

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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.</p> <table border="1" data-bbox="371 423 1437 1447"> <thead> <tr> <th colspan="3" data-bbox="371 423 1437 510">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*.</th> </tr> <tr> <th data-bbox="371 510 507 546">Level</th> <th data-bbox="507 510 1323 546">Descriptor</th> <th data-bbox="1323 510 1437 546">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 546 507 582">Level 0</td> <td data-bbox="507 546 1323 582">No rewardable material.</td> <td data-bbox="1323 546 1437 582">0</td> </tr> <tr> <td data-bbox="371 582 507 860">Level 1</td> <td data-bbox="507 582 1323 860"> Limited understanding of premature birth. No links between the impact of a premature birth and physical and/or emotional 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 premature birth. </td> <td data-bbox="1323 582 1437 860">1-4</td> </tr> <tr> <td data-bbox="371 860 507 1171">Level 2</td> <td data-bbox="507 860 1323 1171"> There will be a good understanding of premature birth. Some links between the impact of a premature birth and physical and emotional 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 premature birth. </td> <td data-bbox="1323 860 1437 1171">5-8</td> </tr> <tr> <td data-bbox="371 1171 507 1447">Level 3</td> <td data-bbox="507 1171 1323 1447"> There will be an in-depth understanding of premature birth. Strong links between the impact of a premature birth and physical and emotional 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 premature birth. </td> <td data-bbox="1323 1171 1437 1447">9-12</td> </tr> </tbody> </table> <p>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"> • Usual length of pregnancy is 40 weeks • Babies born prematurely may need help to breathe • Carlos may have been in an incubator • Carlos will be behind in his physical development • Carlos may not be meeting his physical development milestones • Carlos may not be meeting his emotional milestones • Carlos may be a lower weight/smaller height for his age • Carlos may be behind in his fine motor skills <p><u>Understanding:</u></p>	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 premature birth. No links between the impact of a premature birth and physical and/or emotional 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 premature birth.	1-4	Level 2	There will be a good understanding of premature birth. Some links between the impact of a premature birth and physical and emotional 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 premature birth.	5-8	Level 3	There will be an in-depth understanding of premature birth. Strong links between the impact of a premature birth and physical and emotional 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 premature birth.	9-12	12
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	<ul style="list-style-type: none">• Carlos may not have made bond with main carers, if he was in the baby unit• Attachments may not be formed with other people, if not made with main carers• He may not yet be wary of strangers• Carlos may not be sitting up or rolling over• It would be expected that Carlos would be two months behind in his development, so would be achieving milestones for a seven month old• At eight weeks premature there may be long-term issues for his physical development• Carlos may not have developed a pincer grip• He may not be able to transfer objects from hand to hand <p><u>Analysis and evaluation:</u></p> <ul style="list-style-type: none">• If no attachment made, then this could lead to emotional consequences later in life• Carlos will need a wide range of opportunities to move around to catch up with his gross motor skills• Impact will also be on cognitive and language development• Parents may struggle to accept/form bond if he was ill for a long time.• Parents may be overprotective and not allow him to move around/ be with other people <p><u>Making links:</u></p> <ul style="list-style-type: none">• Links to Bowlby's attachment theory – maternal deprivation <p>Accept any other relevant response.</p>	
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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.</p> <p>Mark scheme (Award up to 14 marks) refer to the guidance on the cc this document for how to apply levels-based mark schemes*.</p> <table border="1" data-bbox="336 573 1342 1301"> <thead> <tr> <th data-bbox="336 573 469 607">Level</th> <th data-bbox="469 573 1289 607">Descriptor</th> <th data-bbox="1289 573 1342 607">Ma</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 607 469 640">Level 0</td> <td data-bbox="469 607 1289 640">No rewardable material.</td> <td data-bbox="1289 607 1342 640"></td> </tr> <tr> <td data-bbox="336 640 469 887">Level 1</td> <td data-bbox="469 640 1289 887"> Limited understanding of the impact of poverty. No links between poverty and the effects on Fraser'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 poverty. </td> <td data-bbox="1289 640 1342 887"></td> </tr> <tr> <td data-bbox="336 887 469 1093">Level 2</td> <td data-bbox="469 887 1289 1093"> A good understanding of the impact of poverty. There will be some links between poverty and the effects on Fraser's development. Examples are mostly age/stage appropriate. Some evaluation of the impact of poverty but this may be brief. </td> <td data-bbox="1289 887 1342 1093"></td> </tr> <tr> <td data-bbox="336 1093 469 1301">Level 3</td> <td data-bbox="469 1093 1289 1301"> In-depth understanding of the impact of poverty. There will be strong links made between poverty and the effects on Fraser's development. Examples are age/stage appropriate. Detailed evaluation of the impact of poverty and a conclusion is made. </td> <td data-bbox="1289 1093 1342 1301"></td> </tr> </tbody> </table>	Level	Descriptor	Ma	Level 0	No rewardable material.		Level 1	Limited understanding of the impact of poverty. No links between poverty and the effects on Fraser'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 poverty.		Level 2	A good understanding of the impact of poverty. There will be some links between poverty and the effects on Fraser's development. Examples are mostly age/stage appropriate. Some evaluation of the impact of poverty but this may be brief.		Level 3	In-depth understanding of the impact of poverty. There will be strong links made between poverty and the effects on Fraser's development. Examples are age/stage appropriate. Detailed evaluation of the impact of poverty and a conclusion is made.		14
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<p>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"> • Poverty is the lack of money for necessities, such as food and shelter. • Temporary accommodation means there is no security about where they are living. • Food banks are somewhere people in poverty can go to get basic food stuffs. • Parents may not be able to afford clothing / heating / after-school clubs. • Fraser may be embarrassed to bring friends home, so affecting his social and emotional development. • Fraser may feel ashamed of his family situation. • Fraser may have a compromised/lower immune system. 																	

- Fraser may be more susceptible to infections.

Understanding:

- There may be less food available / food may not be of a high quality, more fat and sugar in cheap processed foods.
- Fraser may be underweight / not meet growth milestones.
- Fraser might not want to bring friends home, as he may be ashamed of living conditions.
- Cognitive development may be affected if he doesn't have the same opportunities, such as after-school clubs.
- Fraser may be angry with his parents for not being able to give him what he wants.

Analysis and evaluation:

- If Fraser is hungry he will not be able to concentrate in school/may affect his sleep.
- Fraser may be isolated in school because he appears different to the other children. e.g. different clothing/personal hygiene issues/dirty hair/nits.
- Physical development may be affected as no access to sports/clubs and limited resources/toys.
- Fraser may be bullied because of his home situation, which could lead to a lack of self-esteem.
- Dealing with these challenges may help Fraser to develop a stronger self-reliance.
- Fraser may try harder in school as he wants to get a good job and earn more money than his parents.

Making links:

- Maslow's hierarchy – if physiological needs are not met then cannot achieve full potential.
- Bronfenbrenner – he may not have the opportunity to have a wider circle of friends (meso) / lack of jobs could be the fault of society/ government (macro).

Accept any other relevant appropriate response. Emphasis must be on short-term impact.

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