



Mark Scheme (Final)

November 2020

Pearson BTEC Level 3 – Children’s Play,
Learning and Development

Unit 1: Children’s Development
(31597H)

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November 2020

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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"> • A - Genetic | 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"> • Has tantrums if ignored • Jealous of other children getting attention from Ozkan/key person • Plays alongside others • Not yet sharing toys • Starting to take turns | 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"> • Micro system is those closest to the child (1) Tamara’s micro system includes her parents/ mother/key person (1) • Meso system is when two micro systems work together (1) the nursery shares records of progress with parents/Ozkan speaks to Tamara’s mother each day (1) • Macro system is that which is out of the control of child and parents/is community and economic situation (1) Tamara’s mother’s employers provide the day nursery she goes to/nursery is provided at a lower cost by the employer (1) | 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> <table border="1" data-bbox="387 459 1417 1240"> <thead> <tr> <th colspan="3" data-bbox="387 459 1417 539">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*.</th> </tr> <tr> <th data-bbox="387 539 501 577">Level</th> <th data-bbox="501 539 1262 577">Descriptor</th> <th data-bbox="1262 539 1417 577">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="387 577 501 651">Level 0</td> <td data-bbox="501 577 1262 651">No rewardable material.</td> <td data-bbox="1262 577 1417 651"></td> </tr> <tr> <td data-bbox="387 651 501 824">Level 1</td> <td data-bbox="501 651 1262 824">Limited understanding of Vygotsky's theory. No links to improving Tamara's behaviour or social development. Points made will be superficial/generic. Points may not be applied or directly linked to Tamara and may not be age/stage appropriate.</td> <td data-bbox="1262 651 1417 824">1–3</td> </tr> <tr> <td data-bbox="387 824 501 1032">Level 2</td> <td data-bbox="501 824 1262 1032">There will be some description of Vygotsky's theory. There will be some links to improving Tamara's behaviour and social development. There may be some points described in detail. Some points are directly applied to Tamara and are age/stage appropriate.</td> <td data-bbox="1262 824 1417 1032">4–6</td> </tr> <tr> <td data-bbox="387 1032 501 1240">Level 3</td> <td data-bbox="501 1032 1262 1240">A good discussion of Vygotsky's theory. There will be strong links made to improving Tamara's behaviour and social development. There will be a range of points discussed in detail. Points made are directly applied to Tamara and are age/stage appropriate.</td> <td data-bbox="1262 1032 1417 1240">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 data-bbox="371 1491 1401 1821" style="list-style-type: none"> • Knowing Vygotsky’s theory has a zone of actual development and a zone of proximal development. • With support children can progress through the zone of proximal development. • Zone of potential development is the level the child could achieve after getting support. • Knowing that early years practitioners/older children need to support learning/making reference to scaffolding. • Understanding the importance of the resources to support active learning. | 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 improving Tamara's behaviour or social development. Points made will be superficial/generic. Points may not be applied or directly linked to Tamara 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 improving Tamara's behaviour and social development. There may be some points described in detail. Some points are directly applied to Tamara and are age/stage appropriate. | 4–6 | Level 3 | A good discussion of Vygotsky's theory. There will be strong links made to improving Tamara's behaviour and social development. There will be a range of points discussed in detail. Points made are directly applied to Tamara and are age/stage appropriate. | 7–8 | 8 |
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| | | |
|--|---|--|
| | <p><u>Application:</u></p> <ul style="list-style-type: none">• Observing/assessing Tamara’s zone of actual development/what she can do on her own, then plan relevant activities.• Help Tamara in the zone of proximal development where she will be able to achieve with the help of adults/older children.• Giving Tamara support when playing with others will give her time and support to progress through the zone of proximal development.• Understanding the importance of giving Tamara time to consolidate/practise her social skills.• Key person, Ozkan, can work alongside her in the zone of proximal development showing her how to share and take turns with others.• Encouraging Tamara to sit with more able children during specific sessions/activities, such as snack time so the other children can help her.• Using the water tray and sand tray as opportunities to support Tamara making friends, as she likes these activities. <p><u>Making links:</u></p> <ul style="list-style-type: none">• Early intervention can reduce the long-term impact of any issues with social development.• Linking to other areas of the curriculum/development.• Links to Bruner/scaffolding only. | |
|--|---|--|

| Question Number | Answer | Mark |
|-----------------|---|------|
| 2a | <ul style="list-style-type: none"> • C - To decode regular words | 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"> • Musical keyboard • Building bricks • Making playdough models • Threading beads • Playing with puppets | 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) Nancy is aged three years and so is within this critical period (1) • The Language Acquisition Device (1) allows Nancy to make sense of the language she hears (1) • Chomsky said language is innate (1) Nancy 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 Nancy/she will absorb the language she hears around her (1) • Children follow the same order of learning language (1) even though Nancy is delayed she will still learn language in the same sequence (1) <p>Accept any other age appropriate responses.</p> <p>Do <u>not</u> credit initials LAD on their own.</p> | 4 |

| Question Number | Answer | Mark | | | | | | | | | | | | | | | | | | |
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Application:

- Nancy likes the keyboard, so Rose could use it to sing songs and praise Nancy if she joins in.
- If Rose praises Nancy when she does her speech and language therapy exercises, then Nancy will try harder to please Rose.
- Rose could organise a reward chart/stickers, so Nancy could fill it in after each session. This will help her to see progress, as well as providing reinforcement.
- All other staff should also praise Nancy when she uses language in the nursery.
- Telling dad about Nancy's success will give positive reinforcement.
- Nancy is three years old, so she will respond better to primary reinforcers.
- It must be a reward she is interested in, otherwise it will not motivate her.

Making links:

- If she is rewarded, then this will boost her self-esteem and promote emotional development.

| 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"> • He cries • He makes babbling sounds • He coos | 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"> • Reaching for toys • Putting toys into his mouth • Sitting with support • Rolling over from back to front | 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"> • Megan knows Gethin has a secure attachment to his mother (1) because he gets distressed/cries when she leaves (1) • Megan can provide continuity between home and childminder's house (1) which provides stability/security for Gethin (1) • Gethin needs to form an attachment to the childminder (1) so Megan will need to spend quality time with him (1) • If secure attachment is not made (1) then it could have consequences for Gethin's emotional development (1) • There is a critical period for attachment to be formed (1) as Gethin is six months old he is within this 12-month period (1) • If an attachment is made with Megan (1) then Gethin will have a secure base/will be happy to explore/play (1) • Stages of distress on separation are protest, despair, detachment (1) Gethin can be distracted by toys in the protest stage (1) | 4 |

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> Separation anxiety/distress is age appropriate/a milestone (1) so mother could be reassured about this behaviour (1) <p>Accept any other age appropriate responses.</p> | |
|--|---|--|

| Question Number | Answer | Mark | | | | | | | | | | | | | | | | | | |
|---|---|---|--|--|-------|------------|------|---------|-------------------------|--|---------|---|-----|---------|--|-----|---------|---|-----|---|
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Application:

- Gethin is in enactive mode, as he is six months old.
- Active learning is happening because Gethin is handling the toys
- Gethin's next stage will be iconic and he will start to make mental images to help his cognitive development
- Supporting/scaffolding Gethin as he plays with his toys will help to develop his cognitive skills
- Childminder can provide a wide range of opportunities for Gethin to handle objects, so he can make sense of them
- Megan can say the words for the objects to support learning
- The childminder provides opportunities for Gethin to sit up so he can explore different toys and resources
- Development is continuous, so giving Gethin the chance to revisit toys/resources will help him to practise movements and learn what different objects feel like

Making links:

- Vygotsky – scaffolding
- Links to EYFS/curriculum
- Links to other areas of development

Accept any other relevant phrasing/wording, do **not** accept symbolic stage/mode.

| 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"> • Large building blocks • Scooters • Drawing with large chalks • Crawling through tunnels <p>Do not award – sitting in a box.</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"> • Collage • Painting • Drawing • Role play | 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"> • Piaget said children learn through experiences/are active learners (1) so Mohamed will need a wide range of activities in the class to explore (1) • The preoperational stage involves egocentric thinking (1) Mohamed may not show awareness of how others see the world (1) • Preoperational stage involves symbolic play (1) Mohamed pretends the box is a car/has dinner with the toy donkey (1) • Animism is part of the preoperational stage (1) Mohamed believes his toy donkey has feelings/is alive (1) • Preoperational stage is two to seven years (1) and as Mohamed is four, he is within the stage (1) <p>Accept any other appropriate response linked to the scenario, but do NOT accept sensori-motor, concrete operations stage or formal operational.</p> | 4 |

| Question Number | Answer | Mark | |
|---|--|------|-------------|
| 4d | 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. | 8 | |
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| | Descriptor | | Mark |
| | No rewardable material. | | |
| | Limited understanding of Bandura's theory. No links to social development. Points made will be superficial/generic. Points may not be applied or directly linked to Mohamed and may not be age/stage appropriate. | | 1-3 |
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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>Theory:</u></p> <ul style="list-style-type: none"> • Bobo doll experiment • Children remember the behaviour they have observed/watched (encoding) • Children copy/imitate the behaviour they have observed • Behaviour could be wanted or unwanted • Adults and children can act as role models • A role model the children look up to will have more influence on the behaviour • Children want to please their role model | | | |

Application:

- Mohamed watches the children in the playground, so he may be encoding what he sees
- The teacher is acting as a role model when making a collage, as Mohamed observes and copies her
- The teacher could encourage other children to sit with her and Mohamed and then model how to make conversation
- If the teacher praises Mohamed when he tries to interact with others, then he will do it again as he wants to please his role model
- The teacher could encourage other children to play with the toys Mohamed likes, so he can see them playing and copy their interaction
- The teacher could discuss with the parents to see if Mohamed could watch and copy his older siblings playing with friends

Making links:

- Links to Skinner and positive reinforcement (only if linked to Bandura).
- Emotional development – if self-esteem boosted he will have more confidence to approach others.

If only about Bobo doll experiment without linking to the case study then marks remain in Level 1.

| 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.</p> <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*</p> <table border="1" data-bbox="336 517 1337 1386"> <thead> <tr> <th data-bbox="336 517 1209 555">Descriptor</th> <th data-bbox="1209 517 1337 555">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 555 1209 589">No rewardable material.</td> <td data-bbox="1209 555 1337 589"></td> </tr> <tr> <td data-bbox="336 589 1209 831"> Limited understanding of the importance of exercise. No links between the impact of exercise 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 exercise </td> <td data-bbox="1209 589 1337 831">1-4</td> </tr> <tr> <td data-bbox="336 831 1209 1111"> There will be a good understanding of importance of exercise. Some links between the impact of exercise and physical and cognitive development. Some links may be made 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 exercise. </td> <td data-bbox="1209 831 1337 1111">5-8</td> </tr> <tr> <td data-bbox="336 1111 1209 1386"> There will be an in-depth understanding of importance of exercise. Strong links between the impact of exercise and physical and cognitive development. Strong links may be made to other areas of development providing detailed examples, good understanding shown. Examples are age/stage appropriate. Detailed analysis of the impact of exercise </td> <td data-bbox="1209 1111 1337 1386">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"> • Children need exercise to develop gross motor skills • Exercise promotes coordination and physical skills • Learn new gross motor skills • Children learn about different sports • Fine motor skills can be promoted through gripping bats/balls <p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Exercise can help children's sleep which improves concentration/attention | Descriptor | Mark | No rewardable material. | | Limited understanding of the importance of exercise. No links between the impact of exercise 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 exercise | 1-4 | There will be a good understanding of importance of exercise. Some links between the impact of exercise and physical and cognitive development. Some links may be made 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 exercise. | 5-8 | There will be an in-depth understanding of importance of exercise. Strong links between the impact of exercise and physical and cognitive development. Strong links may be made to other areas of development providing detailed examples, good understanding shown. Examples are age/stage appropriate. Detailed analysis of the impact of exercise | 9-12 | 12 |
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- Children can learn about how their bodies move
- Children develop spatial awareness
- Fine motor skills are improved because development happens from gross to fine
- Children learn about wellbeing/being healthy
- Children can learn the rules of different sports/games
- Can improve understanding of mathematics – timing/direction/speed

Analysis and evaluation:

- By exercising in class, it boosts oxygen levels in the body, which helps cognitive development
- By getting into good habits with exercise at an early age, it may continue as the child gets older
- Children can learn about strategies when playing against other people/teams
- Can introduce a competitive element, which makes children want to be better at the sport/game.

Making links:

- Maslow – meeting physiological needs.
- Social development – promotes teamwork.
- Emotional development – boosts self-esteem, releases endorphins.
- Language development – learn new vocabulary associated with different sports.

Accept any other relevant response.

| Question Number | Answer | Mark | | | | | | | | | | | | | | | | | | |
|--|---|--|--|--|-------|------------|------|---------|-------------------------|--|---------|---|-----|---------|--|------|---------|---|-------|----|
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- Stewart may feel isolated, as he doesn't work with the other children (social)
- Stewart may prefer to do academic games rather than running around, which could impact his gross motor skills (physical)
- His parents might push him too much and so Stewart might be stressed (emotional)
- Stewart might feel stressed/under pressure to always get maths questions right (emotional)
- Parents may have high expectations of Stewart, so he may feel he has to meet them (emotional)

Analysis and evaluation:

- The teacher will need to support him to make sure all areas of development are promoted, not just his English and maths ability (cognitive)
- The teacher will need to work closely with his parents, to ensure his best interests are followed (emotional)
- The teacher may need to move him onto the Key Stage 2 curriculum for mathematics (cognitive)
- Stewart may not like being gifted and may have behavioural issues because he wants to fit in with the others (emotional)
- Stewart may understand the rules of team games better and so want to join in (physical/cognitive)

Making links:

- Bruner/Vygotsky – Stewart will still need scaffolding to take him onto the higher maths concepts.

Accept any other relevant age-appropriate response.

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