



Mark Scheme (Results)

January 2021

Pearson BTEC Nationals in Children's Play,
Learning and Development

Unit 1: Children's Development (31597H)

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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.

Question Number	Answer	Mark
1a	<ul style="list-style-type: none"> B – Developing reasoning skills 	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"> Rolls over from back to front Sits up unassisted Reaches for toys Deliberately lets go of/throws her beaker 	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"> Object permanence is where children know an object exists even if it is out of sight (1) Melina shows this when she looks for her beaker / drink when it rolls out of sight (1) The sensori-motor stage is when children learn through their senses and movement (1) Melina is in this stage so she sits up / rolls over / puts toys to her mouth (1) The sensori-motor stage is from birth to two years (1) Melina is nine months old and so is in this stage (1) Touching by mouthing is showing learning through using senses (1) Melina is learning when she is putting toys in her mouth (1) 	4

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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.</p> <table border="1" data-bbox="336 539 1366 1323"> <thead> <tr> <th colspan="3" data-bbox="336 539 1366 622">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="336 622 453 663">Level</th> <th data-bbox="453 622 1251 663">Descriptor</th> <th data-bbox="1251 622 1366 663">Mark</th> </tr> </thead> <tbody> <tr> <td data-bbox="336 663 453 734">Level 0</td> <td data-bbox="453 663 1251 734">No rewardable material.</td> <td data-bbox="1251 663 1366 734"></td> </tr> <tr> <td data-bbox="336 734 453 904">Level 1</td> <td data-bbox="453 734 1251 904">Limited understanding of Ainsworth's theory. No links to attachment or emotional development. Points made will be superficial / generic. Points may not be applied or directly linked to Melina and may not be age / stage appropriate.</td> <td data-bbox="1251 734 1366 904">1-3</td> </tr> <tr> <td data-bbox="336 904 453 1115">Level 2</td> <td data-bbox="453 904 1251 1115">There will be some description of Ainsworth's theory. There will be some links to attachment and emotional development. There may be some points described in detail. Some points are directly applied to Melina and are age / stage appropriate.</td> <td data-bbox="1251 904 1366 1115">4-6</td> </tr> <tr> <td data-bbox="336 1115 453 1323">Level 3</td> <td data-bbox="453 1115 1251 1323">A good discussion of Ainsworth's theory. There will be strong links made to attachment and emotional development. There will be a range of points discussed in detail. Points made are directly applied to Melina and are age / stage appropriate.</td> <td data-bbox="1251 1115 1366 1323">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="368 1666 1331 1957" 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: Type A – insecure anxious/avoidant, Type B – secure, Type C – insecure ambivalent / resistant 	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 attachment or emotional development. Points made will be superficial / generic. Points may not be applied or directly linked to Melina 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 attachment and emotional development. There may be some points described in detail. Some points are directly applied to Melina and are age / stage appropriate.	4-6	Level 3	A good discussion of Ainsworth's theory. There will be strong links made to attachment and emotional development. There will be a range of points discussed in detail. Points made are directly applied to Melina and are age / stage appropriate.	7-8	8
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	<p><u>Application:</u></p> <ul style="list-style-type: none">• Melina is Type A: insecure anxious / avoidant• Melina is Type A because she largely ignores her foster mother, she shows little sign of distress when her foster mother leaves and ignores her when she returns• Melina does not show separation anxiety• Melina has not formed a secure attachment to foster mother.• The lack of a secure attachment may impact on her emotional development, as she may find it difficult to make attachments as she grows older• Melina may have a good attachment to her natural mother / parent• She may still retain her attachment to her natural mother / parent, if she is reunited soon• The lack of a secure attachment may impact on her emotional development, as she may find it difficult to make attachments as she grows older <p><u>Links to other areas of development</u></p> <ul style="list-style-type: none">• May affect social development later, as she may find it difficult to make friendships and develop relationships with other children• May impact on cognitive development if she doesn't feel secure she may not be able to learn <p><u>Links to other theories</u></p> <ul style="list-style-type: none">• Credit links to Bowlby	
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Question Number	Answer	Mark
2a	<ul style="list-style-type: none"> • C – Maintains his friendship 	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"> • Having his name written on the board / under a sad face • His drawing on display • Drawing being entered into an art competition • Having a best friend/spending time with a best friend • Being ahead in his fine motor skills • Attending a craft activity club 	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"> • Children observe their peers to notice actions (1) Ibrahim is watching Dylan because he sits next to him (1) • Children learn through copying others (1) Ibrahim is imitating Dylan's behaviour by shouting at register time (1) • Children are more likely to copy people who are important/interesting to them (1) Dylan is Ibrahim's best friend (1) • Children remember the behaviour they have observed (1) Ibrahim may have remembered the behaviour because Dylan often shouts out (1) • Role models can be positive or negative (1) teacher/parents can be the role model for good/wanted behaviour (1) • If a role model/teacher notices and reacts to the negative behaviour children will change their behaviour (1) Ibrahim has changed his behaviour/stopped shouting out (1) <p>Only award one mark for Bobo doll experiment, unless it is appropriately applied to the scenario.</p> <p>Accept any other appropriate response.</p>	4

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	<p><u>Application:</u></p> <ul style="list-style-type: none"> • Ibrahim lives with his mother and stepfather (micro) • Holiday craft club gives Ibrahim a wider circle of friends, so increasing his micro system • Teacher and school friends are in the micro system • Ibrahim’s teacher meets with his mother (meso) • Dylan’s mother and Ibrahim’s mother meet at the park (meso) • The local council provides the holiday craft club (macro) • The school is sending children’s drawings to the art competition at the community centre (links to the community - macro) • Society system of norms/values/attitudes affect a child’s development, the art club that is funded by the National Lottery (exo/chrono) <p><u>Links to other areas of development</u></p> <ul style="list-style-type: none"> • Fine motor skills boosted by going to craft club (physical development) • Self-esteem boosted by having his drawing up in the hall (emotional development) <p><u>Links to theories</u></p> <ul style="list-style-type: none"> • Skinner – negative reinforcement (told off, name on board) 	
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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"> • Mini-beast/ insect hunt • Resources to make puppets • Using different types of drawing resource 	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"> • Drawing • Sewing • Writing 	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"> • Positive reinforcement (1) is used to encourage children to keep trying / the teacher gives stickers as a reward / praises Naga's work (1) • Reinforcers can be primary (1) such as the teacher giving Naga praise / being given a sticker (1) • Secondary reinforcement is a delayed reward / motivator (1) Naga will get extra playtime if she completes the chart (1) • Reinforcement can be non-verbal (1) such as putting puppets on display (1) • Skinner's theory of operant conditioning (1) this means that Naga would want to repeat her spellings (1) <p>Accept any other appropriate response.</p>	4

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	<p><u>Application</u></p> <ul style="list-style-type: none"> • The teaching assistant should know Naga’s Zone of Actual Development / what Naga can do on her own, e.g. by observing / assessing her literacy / spelling skills • The teaching assistant is providing scaffolding of her spelling skills to take her to more complex spellings • The teaching assistant should help Naga in her Zone of Proximal Development so she will be able to achieve more with help from adults • Making sure that Naga is given the opportunity to be stretched and challenged by the adult to move through zones of development • The teaching assistant could arrange for another, more able child to work with Naga, as a More Knowledgeable Other • The teaching assistant could scaffold / support Naga to work with others in small groups • The teaching assistant should give Naga activities that build on each other to support progress through the zones <p><u>Links to other areas of development</u></p> <ul style="list-style-type: none"> • Naga may need support and scaffolding with other areas of development • She may need support with emotional development, as she is behind her peers and her self-esteem might be affected. <p><u>Links to other theories</u></p> <ul style="list-style-type: none"> • Bruner – scaffolding • Skinner – positive reinforcement to improve <p>Only accept answers that are relevant to Naga's age of seven years.</p>	
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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"> • Snack table • Role-play area/florist shop • Group time/story time • Talking about seeds/pouring drinks 	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"> • Comparing sizes of the flowers • Counting money in the till • Estimating/talking about how much drink there is in a cup • Measuring seedlings 	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"> • Language rich environment helps children to learn language (1) this is being provided by the EYE talking to the children in different situations / role play / about sunflowers • There is a critical period (0–10 years) to learn language (1) and the children in the nursery are aged 2–4 years / within that critical period (1) • Chomsky believed we have a Language Acquisition Device (1) which enables children to learn language without being specifically taught it / children are learning through their experiences / by hearing language being spoken (1) • Chomsky said children have an innate ability to learn language / children are pre-wired to learn language (1) the nursery is encouraging this by having lots of opportunities to hear language (1) <p>Do not accept initials LAD, without them being written in full.</p>	4

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	<ul style="list-style-type: none"> • Bruner’s modes of representation has three stages: enactive mode, iconic mode, symbolic mode • Enactive mode is learning takes place through physical movements, such as mouthing objects • Repeating movements can help children learn skills • Iconic mode is thoughts are imagined as images • Symbolic mode is using symbols such as letters and numbers in thinking and aspects such as using language • Scaffolding is adults supporting children with their learning. This support is removed as the child becomes more competent <p><u>Application:</u></p> <ul style="list-style-type: none"> • Iconic mode would relate to the children as they are aged two to four years • Enactive mode applies to children under the age of one year, however some of the two year olds may still be using this mode occasionally • EYE at snack table is scaffolding their learning by asking questions • The children’s learning is supported in the iconic mode by them seeing how much drink is in the cups. This helps them to form images in their brain to remember • The EYE in the role-play area / florist’s shop is supporting / scaffolding the children’s learning • Counting the money with the children is providing them with images and promotes their learning through the iconic mode <p><u>Links to other areas of development</u></p> <ul style="list-style-type: none"> • Social development is promoted at snack table and in the role-play area • Physical development / fine motor skills are developed by pouring own drinks and handling flowers <p><u>Links to other theories</u></p> <ul style="list-style-type: none"> • Piaget – children could be learning about conservation at the snack table • Vygotsky – scaffolding and adult support 	
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- It would be difficult / expensive to attend appointments at doctors or dentist
- Cora may not go to the dentist regularly
- Cora has not had all her vaccinations, so may get ill
- Children should have regular checks on their growth and development. This is recorded in the 'red book' Personal Child Health Record
- If Cora does not see the health visitor then any issues with her physical development or growth might not be picked up
- There may not be many parks to use play equipment
- There may not be early years settings nearby so Cora may not experience physical activities

Understanding:

- If Cora doesn't go to the dentist it could lead to dental cavities and loss of teeth
- If issues with physical development are not picked up, it can mean that any intervention or support she needs is not given
- There may be limited access to a wide range of food, which could impact on nutrition.
- If Cora does not attend an early years setting she may not develop her fine and gross motor skills
- Cora lives on a farm and so there is plenty of outdoor space and fresh air
- As Cora lives on a farm, she might have access to fresh vegetables and/or there might be less pollution

Analysis:

- Infections in teeth can lead to a lower immune system, which could mean Cora gets ill more often than others, which could affect her physical development
- If Cora does not get support from an early years setting / health visitor then she may not be assessed to see if she meets the physical milestones
- If support is not given early with any issues, then Cora's physical development may be delayed. This could impact areas such as coordination and fine motor skills needed for literacy / handwriting

Making links:

- Bronfenbrenner – not part of the community, as cannot access resources
- Maslow – links to hierarchy

Accept any other relevant response.

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	<ul style="list-style-type: none"> • Information processing theory considers the mental processes that allow children to learn • Short-term memory – information held temporarily / for a small amount of time • Long-term memory – can hold information for longer • Things need to be repeated or very significant to move from the short-term memory to the long-term memory • Sensory memory – information received from any of the five senses • Attention and memory: encoding, storage, retrieval • Strategies can include: rehearsal, clustering and chunking of information • Atkinson and Shiffrin are the leading theorists in information processing theory <p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Children need to have opportunity to observe things to be able to encode it • The practitioners need to provide a wide range of activities to promote information processing theory • The activities need to encourage children to use all their senses to remember information in their sensory memory • Practitioners need to give children the opportunity to repeat activities at their own pace, so information goes from short- to long-term memory • Activities need to be provided to promote key aspects of learning, such as literacy and mathematics in a wide variety of interesting and engaging ways • Asking questions of the children, such as about the children’s weekends at circle time, could encourage children to remember what they were doing / recall specific pieces of information • Adults need to give children time to process information and respond to questions/instructions • Visual aids/props can support memory/attention <p><u>Analysis and evaluation:</u></p> <ul style="list-style-type: none"> • If children are not interested in the activities then they won’t pay attention, so they won’t encode the information • Strengths of information processing theory is it provides a clear theory to base activities on • If children’s attention span and memory are improved then this will have a direct impact on their cognitive development and will continue into their school years • One of the disadvantages is if children have additional needs / are atypical, then it can make it harder for them to encode information, especially if this information is just verbal and not supported by other strategies 	
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	<ul style="list-style-type: none">• Information processing theory makes comparisons with a computer system. However, the human brain is more complex and this theory may not take this into account <p><u>Making links:</u></p> <ul style="list-style-type: none">• Atkinson and Shiffrin <p>Examples of activities should be appropriate and linked to a relevant aspect of information processing theory.</p> <p>Accept any other relevant age-appropriate response.</p>	
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Llywodraeth Cynulliad Cymru
Welsh Assembly Government

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