



Mark Scheme

January 2015

BTEC First in Children's Play,
Learning and Development

Unit 1: Patterns of Child Development
(21486E)

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: www.edexcel.com/teachingservices.

You can also use our online Ask the Expert service at www.edexcel.com/ask. You will need an Edexcel username and password to access this service.

Pearson: helping people progress, everywhere

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

January 2015

Publications Code BF040397

All the material in this publication is copyright

© Pearson Education Ltd 2015

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1	B Six months	1

Question Number	Answer	Mark
2	B Exploring objects by putting in mouth E Recognising numbers up to 100	2

Question Number	Answer	Mark
3	C Communication and language	1

Question Number	Answer	Mark
4	D Introduce daily routines	1

Question Number	Answer	Mark
5	A Making short babbling sounds	1

Question Number	Answer	Mark
6	Any two from: How children develop friendships/relationships (1) awareness of role models (1) cooperate/share/take turns/interact with others (1). Accept any other appropriate adaptation of the above. Do not accept speaking/talking.	2

Question Number	Answer	Mark
7	Award a maximum of two marks for any of the following <ul style="list-style-type: none"> • At 18 months is emotionally dependent on parents/key persons/adults • At 18 months plays alone but enjoys being near adults and siblings • At 18 months is insistent on immediate attention to needs • At 18 months can copy adult actions Only accept milestones at 18 months.	2

Question Number	Answer	Mark
8	<p>Accept any one of the following:</p> <p>Help them to understand patterns of development (1)</p> <p>Understand age/stage of development (1)</p> <p>Recognise usual/unusual developmental progress (1)</p> <p>Recognise when a child requires additional support for their development (1)</p> <p>Anticipate/plan/support next stage of development (1).</p> <p>Accept any other appropriate answer related to use of milestones.</p>	1

Question Number	Answer	Mark
9	<p>To plot the growth / weight / height / head circumference of a child.</p> <p>Accept any other appropriate answer.</p> <p>Do not accept answers referring to measurement or development.</p>	1

Question Number	Answer	Mark
10	Pincer grasp	1

Question Number	Answer	Mark
11	Two and a half years / 30 months	1

Question Number	Answer	Mark
12	<p>Award one mark for identification and a further one mark for a developed description:</p> <p>The volume of liquid / mass of solid / number of objects is the same (1) and remains unchanged despite its appearance (1).</p> <p>Accept any other relevant examples for the second mark.</p>	2

Question Number	Answer	Mark
13	Between five and eight (years old). Accept any age within this range or range within it.	1

Question Number	Answer	Mark
14	<p>Award one mark for an identification of an age appropriate example and one further mark for a developed explanation of <i>how</i> communication and language could be supported.</p> <p>Award up to two marks for each linked explanation, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Encourage the development of listening skills through reading (1) as the repetitive nature of early childhood books and pictures allow Ava to join in (1). • Open-questioning such as who, what, when, where, how, why (1) encourages Ava to develop longer, more complex reasoned answers (1). • Encouraging Ava to develop new vocabulary through singing (1) as the rhythm and patterns of speech are easily remembered (1). • Using descriptive language to explain pictures and situations (1) encourages a widening of vocabulary (1). • Providing writing activities (1) supports the development of spelling and word formation (1). <p>Accept any other age appropriate group or individual example.</p>	4

Question Number	Answer	Mark
15	<p>Award one mark for an identification of one way the role-play area may help Abdul deal with him being unsettled and one further mark for a developed linked explanation.</p> <ul style="list-style-type: none"> • Playing "home" in the role-play area provides activities which mirror the home environment (1) and makes Abdul feel more secure in the nursery (1). • Cooking in the kitchen area of the role-play area allows Abdul to play alongside other children (1) this would be a link with home making him feel more settled (1). • Playing "mummies and daddies" alongside other children in the role-play area (1) could help Abdul to understand the leaving and returning practices of adults (1). • Adult/key person can maintain close proximity (1) allowing Abdul to express himself freely and safely (1). <p>Accept any other age appropriate response</p>	2

Question Number	Answer	Mark
16 (a)	<p>Award one mark for each identification to a maximum of two marks:</p> <ul style="list-style-type: none"> • Starting a new school (1) • Grandfather moved to Spain (1) 	2

Question Number	Answer	Mark
16 (b)	<p>Award one mark for identification of each way adults could minimise the impact on his emotional and social development and one further mark for each linked developed explanation.</p> <ul style="list-style-type: none"> • Establishing new routines (1) could support Peter to establish and improve his feelings of security (1) • They could plan activities and games (1) this could encourage Peter to develop new positive relationships/friendships (1) or to show Peter how to positively deal with his emotions (1) • They could encourage Peter to express his feelings and emotions in an emotionally safe environment (1) this could help to develop Peter's confidence/self-esteem (1) • Teachers could plan lessons linked to Spain (1) this would help Peter to contextualise his granddad moving (1). <p>Accept any other appropriate response</p>	4

Question Number	Answer	Mark
16 (c)	<p>Award one mark for identification of each way Peter's withdrawn state may affect his language development and one further mark for a linked developed explanation.</p> <p>Award up to two marks for each linked explanation, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Peter will use less language / not want to talk/listen (1) which may affect his ability to construct complex sentences, affecting his learning (1) • Peter will become shy / less confident (1) so his language development may be delayed (1) • Peter will not interact with other children / adults (1) so will use less words (1) • Peter's withdrawn state will affect his ability to express his thoughts (1) and to affect his reading and writing (1). <p>Accept any other appropriate response relevant to language development.</p>	4

Question Number	Answer	Mark
17 (a)	<p>Award one mark for identification of any one of the following:</p> <ul style="list-style-type: none"> • Poor control over use of pencils/paintbrushes • Inability to draw/write • Strength in the hand to hold things is reduced • Limited pincer and tripod grasp • Reduced hand eye coordination skill • Limited stretch • Reduced dexterity/manipulation • Reduction in the ability to use a knife and fork • Reduction in the ability to use scissors 	1

Question Number	Answer	Mark
17 (b)	<p>Award one mark for an identification of how adults could support Kath's fine motor development and one further mark for a linked description, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Painting/colouring/drawing/writing using brushes and pencils (1) to improve dexterity (1) • Feel and explore objects, such as playing with sand and water or materials/textiles (1) will strengthen Kath's hand and fingers (1) • Using scissors, e.g. to cut out shapes (1) would support her hand eye coordination (1) • Using salt dough to model shapes (1) to improve dexterity/hand eye coordination (1) <p>Accept any other age appropriate response.</p>	2

Question Number	Answer	Mark
18 (a)	<p>Award one mark for identification of an emotional and social milestone expected between four and five and one mark for an example / elaboration for a maximum of two marks:</p> <ul style="list-style-type: none"> • Can work out what other people may be thinking (1) to help them to negotiate with others (1) • Able to understand the need for rules (1) to help support cooperative play (1) • Develops close friendships (1) to improve their self-esteem / confidence (1) • Behaviour mostly cooperative (1) to help them play respectfully / meet expectations / follow rules and boundaries / understand the needs of others (1) • Separates more easily from parents (1) with a familiar adult / to help develop greater independence (1). <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
18 (b)	<p>Award one mark for identification of the affect on his cognitive development and one further mark for each developed linked explanation, up to a maximum of two marks for each reason.</p> <ul style="list-style-type: none"> • Story time helps to develop Harry's thought processes (1) because stories widen his knowledge/understanding of the environment (1) • Story time helps Harry's imagination to be stimulated (1) because different stories provide opportunities for make believe (1) • Story time may provide opportunities for Harry to develop his problem solving skills (1) by making up the end of the story (1) • Stories/nursery rhymes encourage memory (1) because of the rhythm/repetition/familiarisation of the story content (1). <p>Accept any other age appropriate response relevant to cognitive development.</p>	4

Question Number	Indicative content	Mark
19	<p>Responses must be relevant to physical development.</p> <ul style="list-style-type: none"> • Meeting children’s physical needs by providing a well-ventilated and relaxing sleep area for children to sleep at regular intervals • Meeting diet and nutritional needs in accordance with policy and parental wishes • Providing opportunities to be outdoors • Providing age-appropriate resources and activities that encourage gross and fine motor skills both indoors and outdoors • Providing resources and activities that encourage children to touch, feel and explore objects with their senses • Providing opportunities for children to meet their physical needs • Physical development helps children move to explore their surroundings, learn from new experiences and develop confidence in their abilities • Children’s development can be positively influenced by adults in early years settings and that the lack of adult support may lead to delays in development • Adult support needs to be age/stage appropriate • How supporting physical development may support other areas of development. <p>Accept any other appropriate response</p>	8

Level	Mark	Descriptor
	0	No rewardable material
Level 1	1-3	A few key points identified, or one point briefly described. The answer is likely to be in the form of a list. Points made will be superficial/generic and not applied/directly linked to the question. Only one or two areas included. There will be minimal if any discussion about supporting physical development.
Level 2	4-6	Some points identified, or a few key points described / discussed. The answer is mostly unbalanced. Most points made will be relevant to the question, but the link will not always be clear. Some reference to the importance of the adult included in some detail. There may be some links to other areas of development. There may be limited assessment attempted.
Level 3	7-8	A range of points described, or a few key points discussed in depth. The majority of points made will be relevant and there will be a clear link to the question. The impact of lack of adult support should be included. There should be clear links to other areas of development.

For more information on Edexcel qualifications, please visit our website
www.edexcel.com

Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual




Llywodraeth Cynulliad Cymru
Welsh Assembly Government

