



Mark Scheme (Results)

January 2016

NQF BTEC Level 1/Level 2 Firsts in
Children's Play, Learning and
Development

Unit 1: Patterns of Child Development
(21486E)

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Question Number	Answer	Mark
1	B Patterns of development	1

Question Number	Answer	Mark
2	A Looks for dropped objects D Arranges objects into categories	2

Question Number	Answer	Mark
3	B Two and a half years	1

Question Number	Answer	Mark
4	A Give them time to talk	1

Question Number	Answer	Mark
5	C Rolling	1

Question Number	Answer	Mark
6	<p>Award one mark for any one of the following:</p> <ul style="list-style-type: none"> • Changes to (physical) size • skeleton/muscles/brain/height/weight/head (circumference) • Heredity/genes/hormones/nutrition/sleep/illness/emotional influences <p>Accept any other responses referring to growth. Do not accept 'growth' on its own or reference to development.</p>	1

Question Number	Answer	Mark
7	C Point using index finger D Use a pincer grasp	2

Question Number	Answer	Mark
8	Award one mark for stating why development should be viewed holistically <ul style="list-style-type: none"> • children acquire skills at varying rates in different areas of development • development in one area can affect another area of development. Accept any other appropriate response.	1

Question Number	Answer	Mark
9	Award one mark for any two of the following, up to a maximum of two marks: <ul style="list-style-type: none"> • providing well-ventilated and relaxing sleep area (1) • allowing children to sleep at regular intervals (1) • meeting diet and nutritional needs (1) • providing opportunities to be outdoors (1) • providing age-appropriate resources and activities (1) • example of activities/resources which promote gross motor development (1) • example of activities/resources which promote fine motor development (1) • providing resources encouraging children to touch, feel and explore with their senses (1) Accept any other appropriate response, which includes two examples of gross motor or two examples of fine motor development.	2

Question Number	Answer	Mark
10	<p>Award one mark for any two of the following, up to a maximum of two marks</p> <p>providing objects and games that encourage:</p> <ul style="list-style-type: none">• memory (1)• imaginative skills (1)• children to think about others (1)• problem-solving skills (1)• numeracy (1) <p>Providing opportunities for children to</p> <ul style="list-style-type: none">• visit different places (1)• experience new things (1)• ask questions (1)• link new experiences to past ones (memory and recall) (1) <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
11 (a)	<p>Award two marks for any two of the following linked pairs for a total of four marks.</p> <ul style="list-style-type: none"> • Jack’s emotional development can affect his social development (1) as it affects his ability to form friendships with other children / share and take turns / understand the thoughts and needs of others / understand rules and boundaries and expectations of others (1) • Jack’s emotional development can affect his language development (1) as he may not communicate/be understood by others/language skills may not progress (1) • Jack’s emotional development can affect his cognitive development (1) as it affects his ability to concentrate / understand rules (1) • Jack’s physical development may be affected (1) not joining in games to practice and develop physical skills (1) <p>Accept any other age-appropriate response.</p>	4

Question Number	Answer	Mark
11 (b)	<p>The answer should be a linked response that identifies the way that adults could support emotional development and how that way supports the child's emotional and social development.</p> <p>Award two marks for any two of the following linked pairs for a total of four marks.</p> <ul style="list-style-type: none"> • Encourage Jack to talk about his feelings (1) so that he feels more secure and confident to talk to others (1) • Support Jack in controlling any negative emotions (1) by providing activities to encourage cooperation/promote positive behaviour (1) • Encourage Jack to work together with other children/develop friendships (1) through activities where they make up their own rules/activities he enjoys (1) • Provide opportunities for Jack to share his experiences with others (1) e.g., role play that reflects his interests (1) • Develop positive relationship/key person (1) help him feel comfortable/settled (1) • Getting used to routines (1) promote positive behaviour (1) <p>Accept any other age-appropriate response.</p>	4

Question Number	Answer	Mark
12	<p>Accept:</p> <ul style="list-style-type: none">• Five (years old)• Six (years old)• Seven (years old)• Eight (years old)• Five to six (years old)• Five to seven (years old)• Five to eight (years old)• Six to seven (years old)• Six to eight (years old)• Seven to eight (years old) <p>Accept any age within this range. Do not accept any age outside this range. Accept numerals or words written in full.</p>	1

Question Number	Answer	Mark
13	<p data-bbox="488 304 1134 371">Award one mark for each correct response for a maximum of two marks:</p> <ul data-bbox="539 412 1145 813" style="list-style-type: none"><li data-bbox="539 412 1075 479">• can recognise and name primary colours (1)<li data-bbox="539 490 1145 566">• understands what is meant by 'more' (1)<li data-bbox="539 577 1145 654">• can tell whether an object is heavy or light (1)<li data-bbox="539 665 1118 696">• arranges objects into categories (1)<li data-bbox="539 707 1098 739">• can count accurately up to ten (1)<li data-bbox="539 750 959 781">• can match equal sets (1)<li data-bbox="539 792 1114 824">• understands the needs for rules (1) <p data-bbox="488 846 1050 878">Accept any age appropriate response.</p>	2

Question Number	Answer	Mark
14	<p>Award one mark for each correct response for a maximum of two marks:</p> <ul style="list-style-type: none"> • can sit unsupported (1) • by crawling (1) • mobile by rolling (1) • may pull up to stand (1) • may walk by holding on to furniture (1) 	2

Question Number	Answer	Mark
15	<p>Accept:</p> <ul style="list-style-type: none"> • Three • Four • Five • Three to four • Three to five • Four to five <p>Accept any age within this range. Do not accept any age outside this range. Accept numerals or words written in full.</p>	1

Question Number	Answer	Mark
16	<p>Award one mark for identifying appropriate response.</p> <ul style="list-style-type: none"> • can tie and untie shoelaces (1) • can accurately cut out shapes (1) • can thread a large-eyed needle (1) • can sew large stitches (1) • has good control over pencils and paintbrushes (1) • can do detailed drawings (1) • has clear handwriting (1) 	1

Question Number	Answer	Mark
17	<p data-bbox="488 304 1102 371">Award one mark for identifying a correct milestone.</p> <ul data-bbox="539 412 1126 853" style="list-style-type: none"><li data-bbox="539 412 1066 479">• from seven years can 'conserve' quantities and numbers (1)<li data-bbox="539 490 1066 524">• can complete a simple maze (1)<li data-bbox="539 535 1018 568">• is starting to tell the time (1)<li data-bbox="539 580 1098 613">• understands the need for rules (1)<li data-bbox="539 624 794 658">• uses rules (1)<li data-bbox="539 669 1126 736">• count/recognise numerals up to 100 (1)<li data-bbox="539 748 970 781">• do simple calculations (1)<li data-bbox="539 792 1118 860">• show simple reasoning/be reasoned with (1) <p data-bbox="488 887 1142 920">Accept any other age appropriate response.</p>	1

Question Number	Answer	Mark
18	<p data-bbox="488 304 1102 371">Award one mark for any of the following, up to a maximum of two marks.</p> <ul data-bbox="539 412 1126 898" style="list-style-type: none"><li data-bbox="539 412 1059 479">• give Jenna time to talk / smile / maintain eye contact (1)<li data-bbox="539 495 1126 607">• asking questions (what/where/why) to encourage Jenna’s listening skills (1)<li data-bbox="539 622 1126 689">• use songs and rhymes to encourage speaking and listening skills (1)<li data-bbox="539 705 1046 772">• encourage Jenna to use simple sentences (1)<li data-bbox="539 788 1007 855">• provide Jenna with role-play activities (1)<li data-bbox="539 871 951 898">• reading books to her (1) <p data-bbox="488 927 1142 958">Accept any other age-appropriate response.</p>	2

Question Number	Answer	Mark
19	<p data-bbox="491 304 991 338">Award a maximum of four marks.</p> <p data-bbox="491 376 1142 517">For each way award one mark for a correct way and one for an appropriate linked explanation from the following lists for a total of four marks.</p> <p data-bbox="491 555 1136 622">Ways to support physical development at two years:</p> <ul data-bbox="539 663 1136 1021" style="list-style-type: none"> • examples of age-appropriate resources or activities (1) • teaching / showing / encouraging child to participate in physical activities. • Providing for physical needs / sleep / nutrition / fresh air / outdoors (1) • to ensure safety / provide appropriate challenge (1) <p data-bbox="491 1055 817 1088">Linked explanation:</p> <ul data-bbox="539 1128 1126 1487" style="list-style-type: none"> • to enable child to throw/kick a large ball/jump down with two feet together (1) • run forwards and backwards (1) • steering / pedalling a tricycle (1) • use steps with alternate feet (1) • develop his tripod grasp / hand preference (1) • drawing circles (1) <p data-bbox="491 1525 1136 1731">Accept any other age-appropriate response which includes two examples of gross motor or two examples of fine motor development and two links relevant for physical development of a 2 year old or 3 year old.</p>	4

Question Number	Answer	Mark
20 (a)	<p>Award two marks for any two of the following linked pairs for a total of four marks.</p> <ul style="list-style-type: none"> • Make sure the adult / key person maintains proximity (1) as this will show him that they are always there to support him to make him feel comfortable (1) • Make sure the adult / key person is forming a bond (1) by holding Rashid close to make him feel secure (1) • Make sure the adult / key person is allowing Rashid to express his emotions (1) by responding appropriately to his changes in behaviour (1) • Comfort him (1) to ensure Rashid feels safe and secure (1) • Make sure that familiar routines are in place (1) as this will help Rashid feel more secure in his environment (1) • By having familiar things around him/activities he likes (1) to make things seem familiar (1) <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
20 (b)	<p data-bbox="488 304 1134 376">Award one mark for identifying reason and one mark for a developed answer.</p> <ul data-bbox="587 412 1145 813" style="list-style-type: none"><li data-bbox="587 412 1145 528">• A lack of bond to adult / key person (1) may affect his curiosity (1)<li data-bbox="587 533 1145 649">• Feeling insecure (1) will affect his ability to explore his environment (1)<li data-bbox="587 654 1145 813">• Continuing to feel upset (1) may affect his memory/thought processes/ability to remember where things belong (1) <p data-bbox="488 846 1134 878">Accept any other age-appropriate response.</p>	2

Question Number	Indicative content	
21	<p>Answers should be age/stage appropriate for a five year old and relevant to the adult role in increasing skills and knowledge.</p> <ul style="list-style-type: none"> • Suggest appropriate age/stage support provided by adults. • Encourage language skills to help children to understand new concepts/ play with other children. • Provide for children’s emotional skills to help them deal with their emotions/play with others • Support children through transition (starting school). • Help children to develop physical skills to explore / learn from new experiences / develop confidence in their abilities. • Involve children in cognitive activities to help develop problem-solving skills. • Develop children’s language skills to help children express their thoughts / learn to read and write. • Developing skills and knowledge in one area can influence skills in other area/s (holistic). • Lack of adult support may lead to delays in development of skills and knowledge. <p>Accept any other appropriate response.</p>	
Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	A few key points identified, or one point described in some detail. The answer is likely to be in the form of a list. Points made will be superficial/generic and not applied/directly linked to how adults provide appropriate support for children aged five.
Level 2	4-6	Some points identified, or a few key points described. Most points made will be relevant to how adults provide appropriate support for children aged five to increase their skills and knowledge, but the link will not always be clear. The answer is unbalanced.
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. The importance of how adults provide appropriate support for children aged five to increase their skills and knowledge is included. How a lack of appropriate support affects children’s skills and knowledge. The answer is well balanced.

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