



# **Pearson BTEC Level 1/Level 2 Award in Children's Play, Learning and Development**

First teaching September 2017

## **Sample Assessment Materials: Unit 1: Patterns of Child Development**

Version 2.0



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# **Unit 1: Patterns of Child Development– sample assessment test and mark scheme**

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The sample assessment test and mark scheme are for the following qualifications:

- BTEC Level 1/Level 2 First Award in Children’s Play, Learning and Development
- BTEC Level 1/Level 2 First Certificate in Children’s Play, Learning and Development



Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson BTEC  
Level 1/Level 2  
First Award

Centre Number

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Learner Registration Number

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# Sample Assessment

Time: 1 hour

Paper Reference **21486E**

## Children's Play, Learning and Development

### Unit 1: Patterns of Child Development

**You do not need any other materials.**

Total Marks

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and learner registration number.
- Answer **all** questions.
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

Turn over ►

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**Answer ALL questions.**

**Some questions must be answered with a cross in a box ☒. If you change your mind about an answer, put a line through the box ☒ and then mark your new answer with a cross ☒.**

**1** State how development should be viewed.

- A** Securely
- B** Holistically
- C** Cooperatively
- D** Actively

**(Total for Question 1 = 1 mark)**

**2** State the area of development where perception is found.

- A** Emotional
- B** Social
- C** Cognitive
- D** Physical

**(Total for Question 2 = 1 mark)**

**3** Identify **two** emotional and social milestones expected of a child aged seven to eight months.

- A** Copes with separation
- B** Forms specific attachments
- C** Compares self with others
- D** Takes part in parallel play
- E** Shows wariness of strangers

**(Total for Question 3 = 2 marks)**

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



4 What are milestones sometimes called?

- A Emotional influences
- B Challenging behaviour
- C Changing emotions
- D Developmental norms

(Total for Question 4 = 1 mark)

5 Which **two** milestones should a child reach by the age of two?

- A Join words together
- B Throw a large ball
- C Match equal sets
- D Balance on a beam
- E Recognise self in mirror

(Total for Question 5 = 2 marks)

6 State **two** aspects of fine motor development.

- 1 .....
- 2 .....

(Total for Question 6 = 2 marks)

7 Social development helps children:

- A Cooperate with others
- B Explore own surroundings
- C Increase understanding
- D Express their emotions

(Total for Question 7 = 1 mark)

8 What is the likely age of a child who has started to:

(a) Compare self with others?

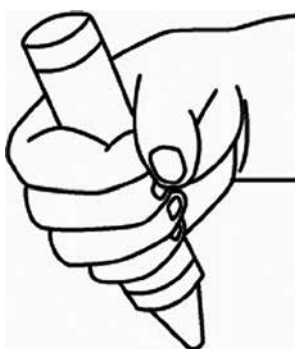
(1)

(b) Show hand preference?

(1)

**(Total for Question 8 = 2 marks)**

9 Here is a picture of a child's hand holding a crayon.



What type of grip is this?

(1)

**(Total for Question 9 = 1 mark)**

Sam is two years old and is reaching expected milestones.

**10** Explain **two** ways that adults in an early years setting can support Sam to reach the physical development milestones expected at three years.

1 .....

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2 .....

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**(Total for Question 10 = 4 marks)**

DO NOT WRITE IN THIS AREA

Carl is nine months old and has reached expected milestones. He is looked after by Freya, his childminder.

**11** Describe **two** ways Freya can support Carl's physical development.

1 .....

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2 .....

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**(Total for Question 11 = 4 marks)**

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Jo is two and half and attends an early years setting. Her speech is hard to understand. She uses pointing to ask for what she wants.

12 (a) Give **two** ways adults in the early years setting can support Jo's communication and language development.

(2)

1 .....

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2 .....

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(b) Explain **two** ways Jo's language delay may affect her emotional and social development.

(4)

1 .....

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2 .....

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**(Total for Question 12 = 6 marks)**

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Karolina is three years old and recently started a new playgroup. She is a very happy child and likes to take part in activities. However, she is showing delays in her cognitive development

13 (a) Define the term 'cognitive development'.

(1)

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(b) Identify **one** cognitive milestone Karolina should be expected to meet aged three years.

(1)

1

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(c) Recommend **two** ways that adults in the new playgroup can support Karolina's cognitive development to help her achieve **age appropriate** milestones by the time she is **four** years old.

Your response should include:

- How resources/activities will support Karolina to achieve cognitive milestones for her age (3 years)
- Recommendations to support cognitive development to achieve age appropriate milestones at four years old

(6)

1

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2

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(Total for Question 13 = 8 marks)

Amina is five years old. She was in hospital for three months with a badly broken leg. She is now fully recovered and going to school. However she is showing delay in her gross motor developmental skills

**14** Explain **one** way the delay in her gross motor development may affect her emotional and social development

(2)

1 .....

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**(Total for Question 14 = 2 marks)**

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Janita has recently joined a school as a teaching assistant and is working with children aged 7 years. Janita is very good at mathematics and science.

**15** Explain **two** activities Janita can use that will promote children's problem solving skills between seven and eight years old

1 .....

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2 .....

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**(Total for Question 15 = 4 marks)**

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(Total for Question 16 = 9 marks)

**TOTAL FOR PAPER = 50 MARKS**



## 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.
- All marks on the mark scheme should be used appropriately.
- All 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 a 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 about applying 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	(1)

Question Number	Answer	Mark
2	C	(1)

Question Number	Answer	Mark
3	B E	(2)

Question Number	Answer	Mark
4	D	(1)

Question Number	Answer	Mark
5	1 mark for each correct answer: A Join words together (1) E Recognise self in mirror (1)	(2)

Question Number	Answer	Mark
6	<p>Award <b>one</b> mark each for any <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>• Movement of fingers (1)</li> <li>• Hand-eye coordination (1)</li> <li>• Pincer grasp (1)</li> <li>• Tripod grasp (1)</li> <li>• Palmer (1)</li> <li>• Draw a circle (1)</li> <li>• Button and unbutton clothes (1)</li> <li>• Eat with a knife and fork (1)</li> <li>• Sew large stitches (1)</li> <li>• Writing (1)</li> <li>• Drawing (1)</li> <li>• Painting (1)</li> </ul> <p>Accept any other appropriate response that relates to fine motor development.</p>	(2)

Question Number	Answer	Mark
7	A	(1)

Question Number	Answer	Mark
8 (a)	<p>Award <b>one</b> mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• Five to six (years)</li> <li>• Five (years)</li> <li>• Six (years)</li> <li>• 5 – 6 (years)</li> <li>• 5 (years)</li> <li>• 6 (years)</li> <li>• Sixty months to seventy-two months</li> <li>• Sixty months</li> <li>• Seventy-two months</li> <li>• 60 – 72 months</li> <li>• 60 months</li> <li>• 72 months</li> </ul> <p>Do not accept any age outside this range. Accept any answer within this age range. Accept numerals or words written in full.</p>	(1)

Question Number	Answer	Mark
8 (b)	<p>Award <b>one</b> mark for any one of the following:</p> <ul style="list-style-type: none"> <li>• Two and a half (years)</li> <li>• Thirty months</li> <li>• Two years and six months</li> <li>• 2 ½ (years)</li> <li>• 2.5 years</li> <li>• 30 months</li> <li>• 2 years and 6 months</li> </ul> <p>Do not accept any other age. Accept numerals or words written in full.</p>	(1)

Question Number	Answer	Mark
9	Palmer Grip/Grasp	(1)



Question Number	Answer	Mark
10	<p>Award <b>two</b> marks for any two of the following linked pairs for a total of <b>four</b> marks.</p> <p>Adult support</p> <ul style="list-style-type: none"> <li>• providing him with age appropriate resources (1)</li> <li>• by providing outdoor opportunities/activities/resources (1)</li> <li>• by providing activities to support/develop/strengthen his gross muscles (1)</li> <li>• adults can provide appropriate resources to support his fine motor development (1)</li> </ul> <p>Physical development</p> <ul style="list-style-type: none"> <li>• to ensure safety/provide appropriate challenge (1)</li> <li>• he will be able to run backwards/forwards/jump with two feet together (1)</li> <li>• steering/pedalling a tricycle (1)</li> <li>• to encourage Sam to use steps with alternate feet (1)</li> <li>• throwing/kicking a large ball (1)</li> <li>• to enable Sam to encourage his tripod grasp hand preference (1)</li> </ul> <p>Accept any other <b>age</b> appropriate response</p>	(4)

Question Number	Answer	Mark
11	<p>Award <b>one</b> mark for identifying each way and <b>one</b> further mark for an example of how it will develop Carl's physical development for a total of <b>four</b> marks.</p> <p><u>Adult support</u></p> <ul style="list-style-type: none"> <li>• by providing resources/activities that encourage Carl to touch/feel/explore with his senses (1)</li> <li>• by providing age appropriate resources/activities that encourage Carl's gross/fine motor skills (1)</li> <li>• by giving him a toy to reach for (1)</li> <li>• by giving him objects that he can hold (1)</li> <li>• by giving him small objects he can pick up (1)</li> <li>• meet physical needs (1) relaxing sleep area (1) diet and nutritional needs (1)opportunities to be outdoors (1)</li> </ul> <p><u>How physical development will be supported</u></p> <ul style="list-style-type: none"> <li>• encourage him to crawl (1) stand (1)walk (1) holding furniture (1)support (1)</li> <li>• encourage him to develop pincer grasp (1)</li> <li>• by encouraging Carl to crawl (1) roll over (1) pull himself up (1)</li> <li>• by encouraging him to move objects from one hand to the other (1)</li> <li>• to ensure strong healthy growth (1) e.g. in order to grow</li> <li>• develops gross-motor skills (1) fine-motor skills (1)</li> </ul> <p>Accept any other <b>age</b> appropriate responses including those that provide examples of activities/resources.</p>	(4)

Question Number	Answer	Mark
12 (a)	<p>Award <b>one</b> mark for any <b>two</b> of the following, up to a maximum of <b>two</b> marks.</p> <ul style="list-style-type: none"> <li>• talking (1) smiling (1) maintaining eye contact (1)</li> <li>• asking questions (1) encouraging speaking (1) encouraging listening skills (1)</li> <li>• using nursery rhymes (1) picture books (1) telling stories (1) reciting rhymes (1) writing activities (1)</li> <li>• providing Jo with role-play activities that reflect her interests (1)</li> <li>• encouraging Jo's creative expression through stories (1) poetry (1) dance (1) drama/role play (1) making music (1)</li> </ul> <p>Accept any other <b>age</b> appropriate response including examples of activities e.g. puppets</p>	(2)

Question Number	Answer	Mark
12 (b)	<p>Award <b>one</b> mark each for an appropriate response and <b>one</b> further mark each for an explanation for a total of <b>four</b> marks.</p> <p>Language</p> <ul style="list-style-type: none"> <li>• lack/limited vocabulary (under 200 words)(1)</li> <li>• cannot speak properly/well/talk properly (1)</li> <li>• may not want to speak (1) ask questions (1)</li> <li>• cannot interact (1)</li> <li>• struggles to form simple sentences (1)</li> <li>• may be unable to use personal pronouns, plurals and negatives (1)</li> </ul> <p>Social and emotional</p> <ul style="list-style-type: none"> <li>• finds it difficult to make friends(1)</li> <li>• excluded from play (1)</li> <li>• lonely (1) upset (1) become frustrated (1) behave inappropriately (1)</li> <li>• unable to understand the need for rules (1)</li> <li>• not be able to understand the thoughts/needs of others (1)</li> <li>• may lose confidence/self-esteem (1)</li> <li>• unable to play cooperatively (1)</li> </ul> <p>Accept any other <b>age</b> appropriate response. Do not award marks for responses that state 'language delay' as this is in the question but accept interpretations of it</p>	(4)

Question Number	Answer	Mark
13 (a)	<p>Award <b>one</b> mark for a correct response.</p> <p>The way children develop:</p> <ul style="list-style-type: none"> <li>• Thought processes (1)</li> <li>• Perception (1)</li> <li>• Memory (1)</li> <li>• Imagination (1)</li> <li>• Problem solving (1)</li> <li>• Increasing knowledge and understanding of their environment (1)</li> </ul> <p>Accept any other appropriate response</p>	(1)

Question Number	Answer	Mark
13 (b)	<p>Award <b>one</b> mark for a correct response.</p> <ul style="list-style-type: none"> <li>• Understands the difference between past and present (1)</li> <li>• Can complete simple puzzles (1)</li> </ul>	(1)

Question Number	Indicative content	Mark
13 (c )	<p>Award <b>one</b> mark each for each type of appropriate support Adults may provide up to a maximum of <b>two</b>. Award <b>one</b> mark each for a linked example up to a maximum of <b>two</b>.</p> <p><u>Support Adults can provide</u></p> <ul style="list-style-type: none"> <li>• Activities/resources to encourage memory development/imaginative skills/helping her to think of others/problem solving (1) e.g., board games, memory games, role play activities, puzzles, mirrors, books, photographs, simple calculations, arts and crafts (1)</li> <li>• Opportunities to be outside/explore new environments (1) e.g., trips to park, zoo (1)</li> <li>• Activities that encourage Karolina to ask questions/link new experiences to past ones (1) e.g., reading books and asking her to predict endings</li> <li>• Encourage Karolina to read books, tell stories, recite rhymes (1)</li> </ul> <p>Award a further <b>one</b> mark for each linked justification of how the activity Adults provide will support cognitive development up to a maximum of <b>two</b></p> <p><u>How activities and resources will support cognitive development</u></p> <p>As Karolina has delayed development, responses should cover milestones expected at three years old and expected milestones that adults should provide support for Karolina to develop between three and four years</p> <p>Milestones at three years</p> <ul style="list-style-type: none"> <li>• Understand the difference between past and present (1)</li> <li>• Completes simple puzzles alone (1)</li> </ul> <p>Milestones between three and four years</p> <ul style="list-style-type: none"> <li>• Recognise primary colours (1)</li> <li>• Understand what is meant by more (1)</li> <li>• Can tell whether an object is heavy or light (1)</li> <li>• Arranges objects into categories (1)</li> <li>• Makes connections between people and events (1)</li> </ul> <p>Accept any other <b>age</b> appropriate examples including those that give age appropriate activities/resources.</p>	(6)

Question Number	Answer	Mark
14	<p>For each way award <b>one</b> mark up to a maximum of <b>two</b>. Award <b>one</b> mark for each appropriate <b>linked</b> effect up to a maximum of <b>two</b>.</p> <p>Amena will have difficulty achieving age appropriate milestones</p> <ul style="list-style-type: none"> <li>• hop (1) skip (1) jump (1) swerve and dodge when running (1) balance on a beam (1) ride a bicycle (1) use roller skates (1)</li> <li>• Amena may be teased (1) bullied (1) because of different physical ability (1)</li> </ul> <p><u>Effects on emotional and social development</u></p> <ul style="list-style-type: none"> <li>• less able to make strong friendships (1)</li> <li>• have difficulty recognising what others are feeling (1)</li> <li>• reduced opportunity to play with children her own age (1)</li> <li>• may feel left out (1) insecure (1) lack confidence (1)</li> <li>• may be unable to compare herself in the same way to others (1)</li> <li>• may have difficulty in understanding the feelings/needs of others (1)</li> </ul> <p>Accept any other <b>age</b> appropriate response.</p>	(2)

Question Number	Answer	Mark
15	<p>Award <b>one</b> mark for an activity and <b>one</b> further mark each for how it will promote children's problem solving skills.</p> <p>Age appropriate activities/resources:</p> <ul style="list-style-type: none"> <li>• Mathematic equations (1)</li> <li>• Treasure hunts (1)</li> <li>• Puzzles (1)</li> <li>• Water/Sand Trays, containers, compare bears (1)</li> <li>• Riddles/conundrums (1)</li> </ul> <p>Will help children:</p> <ul style="list-style-type: none"> <li>• Recognise numerals up to 100 (1)</li> <li>• Do simple calculations (1)</li> <li>• Show simple reasoning/be reasoned with (1)</li> <li>• Conserve quantities/numbers (1)</li> <li>• Complete a simple maze (1)</li> <li>• Start to tell the time (1)</li> <li>• Understand the need for rules (1)</li> </ul> <p>Accept any other <b>age</b> appropriate response.</p>	(4)

Question Number	Indicative content
16	<p>The response should include <b>age/stage</b> appropriate examples of expected skills and understanding of a four-year-old child and developing skills between the age of four and five years old.</p> <p>Learners should be able to provide discussion and examples of how the activities that typically take place in a café role play scenario relate to communication and language development.</p> <p>The response should include a discussion on both negative and positive impact of the role play activity on their communication and language development.</p> <p><u>Communication and language</u></p> <ul style="list-style-type: none"> <li>• Pens, pencils, paints, crayons, paper e.g., for taking orders, making signs</li> <li>• Typical café resources e.g., play cooker, tables, chairs, till</li> <li>• Pictures, signs, menus</li> <li>• Role play clothing for kitchen and waiting staff</li> </ul> <p><u>Age/Stage appropriate milestones between four and five years old</u></p> <p>Encourages</p> <ul style="list-style-type: none"> <li>• Creative expression, e.g. drama/take on a character</li> <li>• Use of sentences using words such as 'because'</li> <li>• Children to talk about what has happened/what might happen</li> <li>• Children to use more complex sentences, widen vocabulary</li> <li>• Counting skills up to 10</li> <li>• Children to argue/argue back</li> </ul> <p><u>Impact on children's communication and language development</u></p> <p><u>Positive</u></p> <ul style="list-style-type: none"> <li>• Widens vocabulary</li> <li>• Supports other areas of development e.g., cognitive, emotional social (examples may be provided)</li> <li>• Helps children achieve age/stage appropriate milestones</li> <li>• Encourages children to learn and talk about different cultures e.g., foods, cooking implements, processes</li> </ul> <p><u>Negative</u></p> <ul style="list-style-type: none"> <li>• Will affect children's ability to meet appropriate communication and language milestones</li> <li>• Will affect children's ability to meet age/stage appropriate milestones in other areas of development e.g., cognitive, emotional and social (examples may be provided)</li> <li>• Children may not be understood by others</li> <li>• Children may not be able to communicate effectively with others</li> </ul> <p><u>Age/Stage appropriate milestones between four and five years old</u></p> <ul style="list-style-type: none"> <li>• Count accurately up to 10</li> <li>• Add two sets of objects together</li> </ul>

	<ul style="list-style-type: none"> <li>• Matching equal sets</li> <li>• Understand the need for rules</li> <li>• Names the time of the day associated with activities</li> </ul> <p>Impact on children’s cognitive development</p> <p><u>Positive</u> Encourages children to:</p> <ul style="list-style-type: none"> <li>• Develop memory/imaginative skills/ helping them to think about others</li> <li>• Use problem solving skills e.g., using tills and money</li> <li>• Understand new places/experience new things</li> <li>• Link new experiences to past ones (memory/recall)</li> </ul> <p><u>Negative</u></p> <ul style="list-style-type: none"> <li>• Will become delayed in their cognitive skills and not meet appropriate milestones</li> <li>• Will affect other areas of development e.g., communication and language (examples may be provided)</li> <li>• Will affect ability to be understood by others</li> <li>• Affect ability to learn new ideas, concepts, understanding</li> </ul> <p>Accept milestones already achieved at four years old that adults can support the next stage of development e.g., uses questions (language)</p>
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Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1-3	<ul style="list-style-type: none"> <li>• Demonstrates limited and superficial knowledge and understanding of the relevant factors/issues</li> <li>• Partial attempt to deconstruct information and apply their understanding to the context</li> <li>• Unbalanced or generic judgements are made with limited support of evidence.</li> </ul>
Level 2	4-6	<ul style="list-style-type: none"> <li>• Demonstrates generally accurate knowledge and understanding of the relevant factors/issues</li> <li>• Deconstructs information leading to some coherent and logical chains of reasoning which shows generally sound application of their understanding to the context</li> <li>• Constructs judgements of some of the elements in the question. Judgements are supported by appraisal of evidence but this is likely to be imbalanced.</li> </ul>
Level 3	7-9	<ul style="list-style-type: none"> <li>• Demonstrates accurate and thorough knowledge and understanding of the relevant factors/issues</li> <li>• Deconstructs information in the context leading to fully coherent and logical chains of reasoning which shows fully sound application of their understanding to the context</li> </ul>



		<ul style="list-style-type: none"><li>• Constructs coherent and reasoned judgements of the full range of elements in the question. Judgements are fully supported by the comprehensive and balanced appraisal of evidence.</li></ul>
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