



Mark Scheme (Results)

May 2016

NQF BTEC Level 3 in Children's Play,
Learning and Development

Unit 1: Child Development (20780E)

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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.
- Mark schemes 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 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 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 be prepared to award zero marks if the learner'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 learner's response, the team leader must be consulted.
- Crossed-out work should be marked UNLESS the learner has replaced it with an alternative response.

Specific marking guidance for levels-based mark schemes*

Levels-based mark schemes (LBMS) have been designed to assess learner work holistically. They consist of two parts: indicative content, and levels based descriptors. Indicative content reflects specific content-related points that learners might make. Levels-based descriptors articulate the skills that learners are likely to demonstrate in relation to the Assessment Outcomes being targeted by the question. Different rows within the levels represent the progression of these skills.

When using a levels-based mark scheme, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches learners' 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 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.

Section A

Question Number	Answer	Mark
1	<p>Award one mark for identification of each example that is relevant to Alexi, up to a maximum of two marks.</p> <ul style="list-style-type: none">• Takes it in turns (1)• Plays with friends/boys (1)• Plays with other children (1)• Imitates/copies friends/boys (1)• Sharing when playing (1)	2

Question Number	Answer	Mark
2	<p>Award one mark for identification of each example that is relevant to Nadia, up to a maximum of two marks.</p> <ul style="list-style-type: none">• Has good balance (1)• Perform handstands (1)• Dress herself (1)• Ride a two wheel bike (1)• Good at running (1) <p>No marks awarded for dance.</p>	2

Question Number	Answer	Mark
3	<p>Any from the following: Award one mark for identification of positive and/or negative effects and one mark for justifying/rationalising the potential effect on Nadia's development. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • She has few toys/books at home (1) which affect her cognitive development / learning. (1) • They live in poor housing (1) which may cause infections or illness/affecting physical development. (1) • English is her second language/parents don't speak English at home (1) which may affect her communication and language development / social development / friendships. (1) • She misses school often (1) which may affect her development (1). • Moving house frequently/living in a rural area (1) which may affect emotional development / security / social development. (1) • Healthy diet of fresh food (1) which may affect physical development / health / energy. (1) • Outdoor play opportunities (1) which may affect emotional development/physical development/social development. (1) • Her parents criticise her (1) which may affect her confidence/self esteem (1) <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
4a	<p>Award one mark for identification of each example that is relevant to Alexi NOT meeting the norms for his age, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Vocabulary of 150 words (1) • Only uses two-word phrases (1) 	2

Question Number	Answer	Mark
4b	<p>Any from the following: answers should contain two linked points which in combination provide a logical description of how Chomsky's theory could be used to support Alexi's English language development, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Chomsky identified a critical period of language acquisition when language develops readily (1) • Alexi is in this critical period of Development of English but may take a little longer as Alexi is bilingual (1) • Chomsky identified the Language Acquisition Device (1) • Which is Alexi's innate ability to learn language/patterns of language (1) • Chomsky identifies a language rich environment (1) because of limited/No input of English language from parents/English vocabulary is limited. (1) <p>Accept any other appropriate response.</p> <p>Do not accept LAD on its own, must be in full.</p>	4

Question Number	Indicative content	Mark
5	<p>Any from the following: answers should contain two linked points which in combination provide a logical description of how Skinner's theory of operant conditioning could be used, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Positive reinforcement is providing a reward /consequence of behaviour (angry when criticised) (1) • Reinforcing Nadia's positive behaviour encourages behaviour to be repeated. (1) • Praise is a positive reinforcer (1) • Giving Nadia praise for effort/ carrying out tasks/literacy/numeracy would reinforce behaviour. (1) • Giving Nadia rewards for achievements/positive behaviour (1) • Accept age appropriate rewards, e.g. stickers would reinforce behaviour (1) <p>Accept negative reinforcement in an appropriate context, e.g. ignoring unwanted behaviour. Do not accept references to punishment.</p> <p>Accept any other appropriate response, linked to the case study.</p>	4

Question Number	Indicative content	Mark
6	<p>Any from the following: answers should contain two linked points which in combination provide a logical description of how Bandura's social learning theory could be used, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Children learn behaviour from copying the behaviour of adults or other children (1) • The boys act as role models for Alexi, e.g. sharing, taking turns. (1) • Children remember the behaviour they have observed (encoding) (1) • Alexi imitates the boys when they are speaking and this develops his vocabulary (1) • Children copy desirable and undesirable behaviour. (1) • Alexi copied the bad language and used it in front of Mrs Batt (encoding) (1) • Children learn belief in their capabilities (self-efficacy) (1) • Alexi is pleased with himself when he scores a goal (1) • Children want to please their role model/s (1) • Alexi told off by Mrs Batt for the use of bad language and has never used it since (1) <p>Accept any other appropriate response.</p>	4

Question Number	Indicative content	Mark
7	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content.</p> <ul style="list-style-type: none"> • Knowing Vygotsky's theory has a zone of actual development and a zone of proximal development. • Knowing that Mr Green/adults/older children need to support learning/reference to scaffolding. • Knowing Nadia's zone of actual development/ what Nadia can do on her own, e.g. by observing/ assessing her skills. • Help Nadia in zone of proximal development where she will be able to achieve with help of adults/older children. • Understanding the importance of the social environment to support active learning. • Understanding the importance of the resources that they are given for learning/providing appropriate resources to support active learning. • Understanding the importance of the time Nadia is given to consolidate learning. • Nadia's literacy can be assessed by Mr Green to find her zone of actual development. • Mr Green can work alongside her in zone of proximal development using questioning to extend learning by sharing ideas/encouraging reasoning. • Plan strategies to support Nadia in ZPD so that she is able to reach zone of actual development where she will be able to achieve without help. • Mr Green can put her at a table with other children at a higher level to encourage her to work at their level. • Mr Green can ask her questions to assess when she has reached her zone of actual development. • Interactive learning can be provided to encourage her in zone of proximal development to work towards the zone of actual development. • Work in other areas of the curriculum can be linked to provide further stimuli in zone of 	8

	proximal development for her to reach zone of actual development	
Level 0	No relevant material.	0
Level 1	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Analysis likely to consist of basic description of information. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. 	1-3
Level 2	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few omissions. • Evidence of application demonstrating some linkages and interrelationships between factors leading to an analysis being presented. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language 	4-6
Level 3	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. • Evidences thorough application leading to a balanced analysis containing linkages and interrelationships between factors. • Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently. 	7-8

Question Number	Indicative content	Mark
8	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content.</p> <p>Cooley</p> <ul style="list-style-type: none"> • The looking glass self is defined as a person's view of himself or herself, grows out of the perceptions of others. • The image of the self is shaped by society. • A weak self-image leads to belief that others' opinions are more important than own. • A negative self-image leads to the person being doubtful about his or her actions and ideas. <p>Harter</p> <ul style="list-style-type: none"> • Ideal self is the person that someone wants to be, whereas the real self is who someone is. • Self-concept is how the child fits into the social world, and appears around the age of two. <ul style="list-style-type: none"> • Nadia's image is shaped by people around her. • Nadia has a negative self-image. • Nadia has belief that others are better than her. • Nadia sees others' opinions as more important than her own. • Provide positive and unconditional responses to Nadia. • Smiling/Using positive body language will encourage her. • Positive feedback will enhance her positive image of herself and will increase levels of confidence. • Joining in activities with other children will increase confidence. • Promote the role of family and teacher in promoting self-esteem. • Practitioners should show an interest in what she is doing. • Encourage Nadia to chant positive songs about herself. • Give her praise when there is opportunity, e.g. for physical achievements, effort and achievements in maths/literacy. • Nadia's later relationships could be affected. • Nadia's social and emotional development as an adult could be affected. 	10

	<ul style="list-style-type: none"> • Self-fulfilling prophecy due to low self-esteem may lead to failure and lack of overall success. • Poor relationships in later life may occur. 	
Level 0	No rewardable material.	0
Level 1	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. 	1-3
Level 2	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. • Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. 	4-7
Level 3	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. • Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. • Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently. 	8-10

Section B

Question Number	Indicative content	Mark
9a	<p>Any from the following: answers should contain two linked points which in combination provide a logical description of Athey's theory, up to a maximum of four marks.</p> <ul style="list-style-type: none">• Schema is pattern of repeated behaviour (1)• Ways that children learn through playing/exploring (1) • Name of schema/enveloping/trajectory/transporting/rotation/connecting (1)• Relevant examples of how children use different schemas in play to absorb knowledge (1) • Athey's theory is based on the work of Piaget (1)• Schema allow experiences to be assimilated (1) • Children explore at different levels when using schema (1)• Levels of exploration/motor/symbolic (representation)/functional (dependency)/thought (1) <p>Accept only one schema per response.</p>	4

Question Number	Indicative content	Mark
9b	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content.</p> <ul style="list-style-type: none"> • Relevant aspects of physical development for a child aged two years, e.g. walking unaided, building towers. • Relevant aspects of cognitive development for a child aged two years, e.g. problem-solving with shapes and size. • A child can demonstrate more than one schema at any one time. (schema clusters) • Observe the child using the schemas, e.g. wrapping up objects. • Enables the adult to find ways to support physical and cognitive development of the child. Provide opportunities/activities/resources based on the schema identified/schema, e.g. enveloping schema – give large pieces of paper, envelopes, post boxes. • Scope for activities in any schema to promote the development of a child, e.g. how enveloping schema will promote the development of gross/fine motor skills (physical), understanding spatial awareness (cognitive). Adult interaction to support problem solving and encourage language and should not be overlooked when supporting schema • Schema theory can link to other areas of development, e.g. enclosure supporting emotional development - a sense of security from being tucked in/hiding. • Understanding of levels of exploration (motor, symbolic representation, functional dependency) to help a child to progress to the next level. • May not be provided with materials to help progression to the next stage. • May be held at one stage for longer than is necessarily required. <p>Reference may be made to: Piaget's theory (active learning), e.g. sensorimotor stage 0-2 years, pre-operational stage (2-7 years). Links to Bruner's theory (active involvement of adults), e.g. enactive mode, iconic mode. Links to Vygotsky's theory (interaction with adults),e.g. to develop further skills.</p>	8

Level 0	No relevant material.	0
Level 1	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. 	1-3
Level 2	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. • Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. 	4-6
Level 3	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. • Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. • Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently. 	7-8

Question Number	Answer	Mark
10a	<p>Award up to a maximum of two marks for the meaning of the term.</p> <ul style="list-style-type: none"> • Gifted means that the child is exceptionally able/talented (1) • have higher ability/achievement than other children in their age group/norms of development/in one or more area (1) <p>Accept any other appropriate response.</p>	2

Question Number	Indicative content	Mark
10b	<p>Any from the following: Award one mark for identification and one mark for justifying/rationalising the potential impact on development. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Opportunities for appropriate intervention/support are delayed (1) wouldn't get the help they needed early enough (1) • The possible ways to support them may be more difficult to identify (1) which will reduce likelihood of positive outcomes (1) • Not challenging the child enough (1) may result in unwanted behaviour/frustration/lack of interest/lack of progress (1) <p>Answers may refer to examples from cognitive/social development and behaviour.</p> <p>Accept any other appropriate response.</p>	4

Question Number	Indicative content	Mark
10c	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content.</p> <ul style="list-style-type: none"> • At age 5 friendships are important, and children like David will form close friendships with one or two others. • Able to share. • Play games with rules. • Being gifted may result in difficulty in developing friendships, David may not relate to peers • Impact of effects on social development depend on recognition and appropriate support for David's giftedness • Possible long-term effects on relationships if David not supported. • By being gifted he may be frustrated and display unwanted behaviour • There may be no problem with David's social development • Reduced opportunity for play as David may not want to play the same games • May be excluded from play by others • May be seen as different to others • May take the lead in games • Frustrated and unwanted behaviour stops others from wanting to play with David • May be bullied due to being different • May isolate himself • May find it easier to talk to adults/older children than his peer group. • Other areas of development may be affected as they are interrelated • David has reduced play opportunities due to isolation • Effect on interactions with other children and adults • Relevant links to theories supporting David's social development 	10

Level 0	No relevant material.	0
Level 1	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. 	1-3
Level 2	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions. • Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. 	4-7
Level 3	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor • Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context. • Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently. 	8-10

Question Number	Indicative content	Mark
11	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content.</p> <ul style="list-style-type: none"> • Binal will have an attachment to his main carer (emotional). • Binal may not understand what is happening (cognitive). • Binal will not have the language to express his feelings (language). • Effects of transition on areas of development. • Binal may get upset affecting his behaviour/show distress/temper tantrums (emotional/behaviour). • Binal will need to form an attachment with a key person in order to feel secure/happy. • Binal needs to be settled in to help his behaviour and emotional development so that he understands his new setting. • If Binal is not happy he won't want to play/explore, which will affect his ability to learn (cognitive/language). • If Binal is not happy he won't eat properly or sleep/rest, which will affect his physical development. • Binal needs to learn the routines of his new setting so that he knows what's coming next and will reduce his temper tantrums (cognitive/emotional). • Binal needs time to form a secure attachment with the key person to support his emotional development. • The key person needs to provide Binal with continuity between home and the pre-school setting to support emotional development. • Binal needs to be given opportunities to play alongside other children to help develop his social interactions. • Links might be made to attachment theory Bowlby/Ainsworth. • If Binal is well supported, then there may be no adverse effects on his development. • If the transition is managed well, then any effects on Binal's development will be short-term e.g. distress, confusion, temper tantrums, • If the transition is managed poorly effects will be long-term- e.g., insecurity, relationships, trust issues 	12

	<ul style="list-style-type: none"> • Binal needs careful support of his behavioural responses to ensure he can manage future transitions. 	
Level 0	No relevant material.	0
Level 1	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions. • Provides little evidence of application and links between relevant information. Evaluation likely to consist of basic description of information. • Conclusions may be presented, but are likely to be generic assertions rather than supported by evidence. • Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question. 	1-3
Level 2	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few omissions. • Evidence of application demonstrating some linkages and interrelationships between factors leading to a judgement/judgements being made. • Evaluation is presented leading to conclusions but some may be lacking support. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. 	4-6
Level 3	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of relevant information with a few minor omissions. • Evidence of application demonstrating linkages and interrelationships between factors leading to a supported judgement/judgements being made. • Displays a balanced evaluation demonstrating an awareness of competing arguments, leading to conclusions. • Demonstrates the use of logical reasoning, clarity, and appropriate specialist technical language. 	7-9
Level 4	<ul style="list-style-type: none"> • Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor. • Evidences thorough application leading to balanced evaluation drawing on linkages and interrelationships between factors. • Displays a well-developed, balanced and coherent evaluation, demonstrating a thorough grasp of competing arguments, leading to supported conclusions. • Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently and fluently. 	10-12

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