



Mark Scheme

January 2017

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

Unit 1: Child Development (20780E)



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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 judgment 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.
- Phonetic spelling should be accepted.

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.

BTEC Next Generation CPLD L3 U1 (Jan17) Mark Scheme

Section A

Question Number	Answer	Mark
1	<p>Award one mark for identification of each example that is relevant to Albert, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Runs smoothly (1) • Climbs on and off the climbing frame (1) • Kicks a large ball (1) • Kicks the ball in the right direction (1) • Dancing (1) 	2

Question Number	Answer	Mark
2	<p>Award one mark for identification of each example of development that shows Albert is not meeting the norms, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Spills his drink/finds it difficult to use a cup (1) • Uses his mouth to feel shapes (1) • Has difficulty putting shapes in the correct holes (1) • Building a tower of two to four blocks (1) 	2

Question Number	Answer	Mark
3	<p>Any from the following: Award one mark for identification of a positive/negative factor affecting Albert's development and one mark for justifying /rationalising the potential effect on Albert's development. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Poverty (1) poor diet affecting growth and physical development (1) • Poor (1) limited range of toys affecting cognitive development (1) • limited space due to small flat/space for outdoor play (1) affecting physical/social development (1) • Social/Political (1) limited choice of childcare provision affecting all areas of development (1) • limited playground access (1) affecting physical development (1) • Lack of access to early years education/nursery (1) affecting interactions with peers impacting on social, cognitive, and/or language development (1) • Social class/culture (1) parental expectations of cognitive development, social development, language development (1) • Parents working (1) may affect attachments/emotional development (1) 	4

	<ul style="list-style-type: none"> Lack of resources/toys (1) may impact on cognitive/physical development <p>Accept any other appropriate response linked to the case study.</p>	
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Question Number	Answer	Mark
4a	<p>Award one mark for any of the following, up to a maximum of two marks.</p> <ul style="list-style-type: none"> Crying/Clinging to Lil/mother when left (1) Pleased/excited to see grandad (1) Prefers one parent (1) Does not like strangers/Hides from strangers (1) Plays happily on her own (1) Copies her brother or examples of copying eg. using toy phone/using a fork/noise of the car (1) <p>No marks awarded for 'gets excited when the doorbell rings'</p>	2

Question Number	Answer	Mark
4b	<p>Any from the following: answer should contain two linked points that, in combination, provide a logical description of how Bandura's theory could be used to understand Daisy's social development, up to a maximum of four marks.</p> <ul style="list-style-type: none"> Social learning theory/children learn behaviour from copying the behaviour of adults or other children (1) Daisy copies her brother using the fork/making noise like a car/copies mother on phone (1) Children remember the behaviour they have observed (1) and directly copy the behaviour (1) Children copy desirable behaviour (1) Daisy copies positive behaviour such as using a fork (1) Children copy role models (1) Albert is a role model to Daisy (1) Children can copy undesirable behaviour (1) such as making loud noises (1) <p>Accept any other appropriate response linked to the case study.</p> <p>Do not award Bobo Doll without development. Response should be linked to social development.</p>	4

Question Number	Answer	Mark
5	<p>Any from the following: Award one mark for identification of information processing theory and one mark for justifying or rationalising the potential effect on Albert up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Memory is like a computer/it stores things in it (1) Albert shows he remembers Hey Diddle Diddle (1) • Long-term memory needs time to develop (1) cannot remember nursery songs unless he hears them frequently (1) • Short-term memory (1) he can remember repetitive songs /the sounds cars make (1) • Information is encoded/decoded (1) Albert knows that cars need petrol to run (1) • Long-term memory capacity develops with use (1) Albert remembers cars need petrol (1) • Sensory memory (1) is developed by putting toys in mouth (1) <p>All responses must be linked to information processing theory. Credit not to be given just for repeating the scenario. Accept any other appropriate response linked to the case study.</p>	4

Question Number	Answer	Mark
6	<p>Any from the following: answers should contain two linked points that, in combination, provide a logical description of how classical conditioning could be used, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Pavlov's classical conditioning theory is about associating stimuli with response (1) Daisy demonstrates association of bell with Grandad arriving/bringing yoghurt (1) • Skinner's operant conditioning theory is about reinforcement of behaviour with reward (1) Daisy is rewarded when Grandad gives her a hug for clapping her hands (1) <p>One mark for either Pavlov or Classical Conditioning or Pavlovs' Classical Conditioning. The same applies to Skinner.</p>	4

Question Number	Answer	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"> • Piaget is a stage theory of learning • Sensorimotor stage 0-2 years • Pre-operational stage 2-7 years • Schemas are cognitive actions that are repeated over and over again • Albert using his mouth to help with the shape sorter • Albert uses a block to represent a car • Albert shows knowledge and concepts of the world around him, e.g. petrol for a car • Albert is showing evidence of sensorimotor stage as he is still mouthing • Albert is showing evidence of pre-operational stage as he's using the block to represent a car • Assimilation and accommodation are developing as Albert understands cars need petrol to work • Reference to appropriate theories applied correctly to promoting Albert's cognitive development 	8

Level	Descriptor	Marks
0	No rewardable material.	0 marks
1	<p>Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</p> <p>Provides little evidence of application and links between relevant information. Analysis likely to consist of basic description of information.</p> <p>Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</p>	1-3 marks
2	<p>Demonstrates accurate knowledge and understanding of relevant information with a few omissions.</p> <p>Evidence of application demonstrating some linkages and interrelationships between factors leading to an analysis being presented.</p> <p>Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language.</p>	4-6 marks
3	Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor.	7-8 marks

	Evidences thorough application leading to a balanced analysis containing linkages and interrelationships between factors.	
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Question Number	Answer	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> <ul style="list-style-type: none"> • Ainsworth looked at response to strangers • Ainsworth researched into the strength of attachments. • Ainsworth's three classifications of attachment: secure, resistant, avoidant. • Strange situation study carried out on a group the same age as Daisy • Hides from strangers • Does not like mother leaving her • Prefers one parent to the other • Daisy shows separation anxiety when Lil leaves • Daisy shows secure attachment to Lil because she is distressed when her mother leaves • Daisy does not like strangers. This is known as stranger anxiety • Daisy shows ambivalent attachment to strangers in Amnah's house • The importance of Amnah as a 'key person' to support emotional development and transitions • The importance of parent partnership in maintaining secure attachments. • Credit if there is a link to Bowlby • 	10

Level	Descriptor	Mark
0	No rewardable material.	0 marks
1	<p>Demonstrates isolated knowledge and understanding of relevant information; there may be major gaps or omissions.</p> <p>Provides little evidence of weighing up of competing arguments/pros and cons in context; discussion likely to consist of basic description of information.</p> <p>Meaning may be conveyed but in a non-specialist way; response lacks clarity and fails to provide an adequate answer to the question.</p>	1-3 marks
2	Demonstrates accurate knowledge and understanding of relevant information with a few gaps or omissions.	4-7 marks

	<p>Discussion is partially developed, but will be imbalanced. Evidences the weighing up of competing arguments/pros and cons in context.</p> <p>Demonstrates the use of logical reasoning, clarity and appropriate specialist technical language.</p>	
3	<p>Demonstrates accurate and thorough knowledge and understanding of relevant information; any gaps or omissions are minor.</p> <p>Displays a well-developed and balanced discussion, demonstrating a thorough grasp of competing arguments/pros and cons in context.</p> <p>Logical reasoning evidenced throughout response which is clear and uses specialist technical language consistently.</p>	8-10 marks

Section B

Question Number	Answer	Mark
9a	<p>Any from the following: answers should contain two linked points that, in combination, provide a logical description of Cooley's theory, up to a maximum of four marks.</p> <ul style="list-style-type: none">• The looking glass self (1)• where a person's self-esteem grows out of their interactions with others (1) • How we form our identity (1)• based on how others see us(1) • The view of our self/strength of self- image (1)• comes from the impression of how others perceive us/ others' opinions are more important than own (1) • The looking glass self (1)• how we appear to other people (1) • How we form our identity (1)• based on how others see us(1) • The view of our self/strength of self- image (1)• comes from the impression of how others perceive us/others' opinions are more important than own (1)	4

Question Number	Answer	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> <p>Costas</p> <ul style="list-style-type: none"> • Costas may feel isolated • Friendships are really important at age seven • Costas may have English as a second language /English not fluent • Costas may feel shy as he does not know anyone in the class • Costas may believe that others are better than him due to lack of confidence • Costas may have a negative self-image/low self-worth leading to doubt about actions and ideas • Costas may think others' opinions are more important than his own. • Costas may compare himself to others <p>Practitioner</p> <ul style="list-style-type: none"> • Encourage him to try out new things • Give him praise when there is opportunity • React appropriately if he gets upset • Give Costas positive and unconditional support • Smiling/Using positive body language will encourage him • Positive feedback will enhance his positive image of himself and will increase levels of confidence • Organise activities for him to join in with other children • Joining in activities with other children will help him to see he is valued/ increase confidence • Talk to parents about ways to involve him in games, etc. • Encourage him to show his talents in the use of his home language • Encourage him to draw/paint/talk about the places he has lived with others 	8

Level	Descriptor	Mark
Level 0	No rewardable material.	0 marks
Level 1	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 marks
Level 2	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 marks
Level 3 7-8	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 marks

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"> • Delayed global development is a child having a lower cognitive functioning than expected for his or her age (1) delayed global development is accompanied by limitations in communication, self-care, academic skills, etc. (1) • Delayed global development is a child who is not meeting milestones/norms (1) in all areas of development/holistic (1) • Delayed global development can be caused by a range of issues, e.g. genetic defect, pre-term birth, foetal alcohol syndrome (1) which could two or more areas of development <p>Do not accept delay on its own.</p>	2

Question Number	Answer	Mark
10b	<p>Any from the following: Award one mark for identification and one mark for justifying/rationalising the potential benefits, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Specialist help can be made at an early stage (1) to enable additional resources to be put in place (1) • Appropriate physical resources can be provided (1) to help the child's development (1) • Additional support may be provided by other professionals, e.g. speech therapist or a child psychologist (1) to provide appropriate support for development (1) • Assessment may be made to identify conditions affecting development (1) medical treatment may be required to correct aspects of physical disability (1) • Special assistance put in place early (1) would help the child develop prior to attending school (1) • Parents and professionals can work in collaboration to support the child (1) to improve outcomes for the child (1) • Minimises effect on further developmental delay (1) reduces impact on behaviour, e.g. frustration/help reduce negative effect on learning/cognitive development (1) • Assess how severe the delay is at an early age (1) to provide appropriate therapy(1) <p>No marks awarded for catching up or getting back on track.</p>	4

Question Number	Answer	Mark
10 (c)	<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"> • Typical Physical/Social/Cognitive/Emotional/Language expected at age four years <p><u>Gross motor support</u></p> <ul style="list-style-type: none"> • Movement may be unbalanced/dyspraxic tendencies so provide movement to music • Difficulty with walking/running so provide prams/items to push • Gross motor skills could be affected, provide large blocks/bricks to help strength and coordination <p><u>Fine motor support</u></p> <ul style="list-style-type: none"> • Grasp may be underdeveloped so provide large crayons/chalkboard/large paintbrushes/handhugger pens <p><u>Social support</u></p> <ul style="list-style-type: none"> • May not interact with others/encourage role play/small-group activities <p><u>Cognitive support</u></p> <ul style="list-style-type: none"> • Encourage development of memory by playing games/singing/action songs <p><u>Language support</u></p> <ul style="list-style-type: none"> • Encourage development of vocabulary and pronunciation by having a language rich environment/listening and giving time to speak <p><u>Emotional support</u></p> <ul style="list-style-type: none"> • Support development of self-esteem by having realistic expectations/giving praise/supporting frustrations <ul style="list-style-type: none"> • Work in partnership with parents • Collaborate with other professionals • Multi-agency working • Inclusive practice • Reference to appropriate theories applied correctly to promoting Alina’s development • Give one to one support • Observation on a regular basis 	10

Level	Descriptor	Mark
0	No rewardable material.	0 marks
1	Basic arguments on both sides identified, or only one side considered. 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 situation in the question. No conclusion produced or the conclusion a consequence of only one side of the argument being considered.	1-3 Marks
2	Arguments for and against are described, but there will be more emphasis on one side than the other. The answer will be unbalanced. A conclusion is present, but this is either implicit or as a result of unbalanced consideration of the arguments. There is little or unfocused justification of the conclusion. Most points made will be relevant to the situation in the question, but the link will not always be clear.	4-7marks
3	Balanced explanation of both sides for and against. A conclusion is produced which is justified clearly linked to the consideration of arguments for and against, and their relative importance to the situation. The majority of points made will be relevant and there will be a clear link to the situation in the question.	8-10 marks



Question Number	Answer	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> <p style="text-align: center;"><u>Social development at three years</u></p> <ul style="list-style-type: none"> • Interaction with others • The formation of friendships • Learning to share/take turns • Follow routines <p style="text-align: center;"><u>Language development at three years</u></p> <ul style="list-style-type: none"> • Use sentences with pronouns • Language can be understood by others • Use language to interact with others • Can express imagination/thoughts/feelings <p style="text-align: center;"><u>Effects on social development</u></p> <ul style="list-style-type: none"> • Limited opportunities to play with other children her age • Ria has no opportunity to learn social skills with her own age group • No opportunity to share/negotiate with peers • Limited possibility of making friendships with peer group • Social development through her peer group cannot take place • Difficulty in separating from parents/carer when she goes to school • Unable to learn from friends at pre- school • Unable to form friendships easily when she goes to school <p style="text-align: center;"><u>Effects on language development</u></p> <ul style="list-style-type: none"> • Ria does not develop vocabulary/language through playing with other children • Language learning is restricted because she may not have the full range of books/songs/games/experiences at home • Ria’s language development would be enhanced by interacting with other children • How language and social development interact • How language development impacts on cognitive development/emotional development • How social development impacts on her cognitive development/emotional development • Reference to appropriate theories applied correctly to promoting Ria’s development 	12

Level	Descriptor	Mark
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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