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Mark Scheme (Results)

Summer 2017

BTEC Level 3 National in Children's
Play, Learning and Development
Unit 1: Children's Development
(31597H)



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Section A

Question Number	Answer	Mark
1 (a)	B - The process of developing co-ordination	1

Question Number	Answer	Mark
1 (b)	<p>Award one mark for a correct response up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Riding a scooter • Balancing on stepping-stones/hop scotch • Pushing a pram <p>Accept any other age appropriate response that is relevant to gross motor skills.</p>	3

Question Number	Answer	Mark
1 (c)	<p>Award one mark for each correct way and one further mark for a correct extension that describes how operant conditioning is used to support Elena's behaviour. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Skinner's positive reinforcement (1) is used to encourage children to try new things / practice skills e.g. stepping stones (1) • Skinner's theory provides non-verbal reward / appreciation and reinforcement for Elena's behaviour (1) Anne/EYP claps hands / smiles when Elena balances on the stepping stones (1) • Skinner's theory can use rewards or verbal praise (1) Anne says 'well done'/'good' • Rewards for wanted behaviour/actions (1) this means that Elena is more likely to repeat the activity/behaviour (1) <p>Accept any other appropriate response linked to the scenario.</p> <p>Do not accept negative reinforcement or punishment.</p>	4

Question Number	Answer	Mark
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1 (d)	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Elena can count to 3 unaided • Elena cannot identify the colour blue on her own • Knowing Vygotsky's theory has a zone of actual development and a zone of proximal development.(If only Zone of Actual Development mentioned then marks stay in L1, can progress to L2 for ZPD if describes and not just stated) • Knowing that early years practitioner/adults/older children need to support learning/reference to scaffolding. • Knowing Elena's zone of actual development/ what Elena can do on her own, e.g. by observing/ assessing her skills. • Helping Elena in her zone of proximal development where she will be able to achieve with help from adults/older children. • Elena could be asked questions about colours to extend her learning. • The early years practitioner could count with Elena to support her numeracy skills. • Understanding the importance of the resources that she is given for learning/ active learning. • As Elena is 3 years old she has some language skills/vocabulary to answer questions. • Understanding the importance of the time Elena is given to consolidate learning. • Early Years practitioner can work alongside her in zone of proximal development using questioning to extend learning by sharing ideas/encouraging reasoning. <p><u>Making links</u></p> <ul style="list-style-type: none"> • Physical play is a way to involve mathematical concepts. • It could support Elena's development of sustained shared thinking and help her to learn new concepts. • Linking to other areas of the curriculum/development. <p>Only accept answers that relate to Elena's development up to the age of four years.</p>	8
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Mark scheme (Award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Descriptor	Mark
Level 0	No rewardable material.	0
Level 1	Limited understanding of Vygotsky's theory. No links to how cognitive development can be developed through outdoor play. Points made will be superficial/generic. Points may not be applied or directly linked to Elena and may not be age/stage appropriate.	1-3
Level 2	There will be some description of Vygotsky's theory. There will be some links to how cognitive development can be developed through outdoor play. There may be some points described in detail. Some points are directly applied to Elena and are age/stage appropriate.	4-6
Level 3	A linked discussion of Vygotsky's theory. There will be strong links made to how cognitive development can be developed through outdoor play. There will be a range of points discussed in detail. Points made are directly applied to Elena and are age/stage appropriate.	7-8

Question Number	Answer	Mark
2 (a)	A - Checking her weight	1

Question Number	Answer	Mark
2 (b)	<p>Award one mark for a correct response up to a maximum of three marks.</p> <ul style="list-style-type: none"> • Teacher gives him praise • Teacher puts his picture on display • Mum saying thank you / smiling • Poppy waving hands / giggling <p>Accept any other age appropriate response.</p>	3

Question Number	Answer	Mark
2 (c)	<p>Award one mark for each way that applies to Chomsky and one further mark for a correct linked response to Poppy's language development. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Chomsky has a critical period to learn language (1) so adults should take all opportunities to talk to Poppy / ask Poppy questions (1) • Chomsky's language rich environment (1) helps to promote extended vocabulary and communication opportunities • Language Acquisition Device (1) means that Poppy is learning language by absorbing the language she hears. • Language acquisition is innate (1) means that Poppy will learn language in the same order as other children. • Children have an in-built ability to learn/understand language (1) Poppy will learn the language/vocabulary she hears around her (1) <p>Accept any other appropriate response linked to the scenario.</p>	4

Question Number	Answer	Mark
2d	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Poppy will have an attachment to her main carer/secure attachment • Poppy may not understand what is happening • Poppy will not have the language to express her feelings • Effects of transition on areas of development. • Poppy may get upset /show distress • Poppy will need to form an attachment with her key person in order to feel secure/happy. • Poppy needs to be settled in to help her behaviour and emotional development so that she understands her new setting. • If Poppy is not happy she may not sleep/rest, which will affect her behaviour • Poppy needs to learn the routines of her new setting so that she knows what's coming next and it will reduce her distress • Home visits to get to know key person will help • Short visits to the nursery to settle in before Poppy starts will help her feel secure. • The key person needs to provide Poppy with continuity between home and the setting to support emotional development. • Links might be made to Ainsworth's attachment theory • If the transition is managed well, then any effects on Poppy's development will be short-term e.g. distress, confusion • Talking to parents / information sharing / finding out about Poppy's likes and dislikes • Internal working models (IWMs) 	8

Mark scheme (Award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Descriptor	Mark
Level 0	No rewardable material.	0
Level 1	Limited understanding of Bowlby's theory. No links to how the theory links to the transition/ starting nursery. Points made will be superficial/generic. Points may not be applied or directly linked to Poppy and may not be age/stage appropriate.	1-3
Level 2	There will be some description of Bowlby's theory. There will be some links to how the theory links to the transition/ starting nursery. There may be some points described in detail. Some points are directly applied to Poppy and are age/stage appropriate.	4-6
Level 3	A linked discussion of Bowlby's theory. There will be strong links made to the theory and links to the transition/ starting nursery. There will be a range of points discussed in detail. Points made are directly applied to Poppy and are age/stage appropriate.	7-8

Question Number	Answer	Mark
3 (a)	<p>Award one mark for any of the following, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Holding /using hammer • Using saw • Sweeping up / using a broom 	2

Question Number	Answer	Mark
3 (b)	<p>Award one mark for any of the following, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Encouraging children to work together • Encouraging children to share tools / take turns • Letting older children help younger ones <p>All answers must link to the case study.</p>	2

Question Number	Answer	Mark
3 (c)	<p>Award one mark for each aspect of the theory identified and one further mark for a correct linked response. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Children remember the behaviour they have observed (encoding) (1) Bazek imitates the adult using the equipment/ saw using equipment safely (1) • Children learn behaviour from copying the behaviour of other children (1) Bazek can learn how to hit nails with a hammer (1) • Adults/other children can act as role models (1) Bazek uses equipment safely like the adult (1) • Children want to please their role model (1) Bazek copies the early years practitioner/Casper by sweeping up (1) <p>Accept any other appropriate response. No marks awarded for 'bobo doll'.</p>	4

Question Number	Answer	Mark
3 (d)	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • A schema is a repeated action to create a mental structure. • Schemas help children to make sense of the world around them. • Children are active learners. • Learners need activities like the work bench to give them new situations to explore/experiment with. • Real-life/past experiences support learning through schema. • Four stages to a schema - assimilation / accommodation / equilibrium / adaptation. • Assimilation - new information is taken in. Bazek learns how to use the tools. • Accommodation - information is modified and adapted to account for new experiences. Bazek uses a saw like a knife. • Equilibrium - the balance of previous/existing and new concepts. • Adaptation - adapting thoughts through assimilation and accommodation. Bazek learns how to hit with a hammer and cut with a saw. • Open-ended questions can help children through the process. • Children need time to explore. 	8

Mark scheme (Award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Descriptor	Mark
Level 0	No rewardable material.	0
Level 1	Limited understanding of the Piaget's schema theory. No links to how the theory links to cognitive development. Points made will be superficial/generic. Points may not be applied or directly linked to Bazek and may not be age/stage appropriate.	1-3
Level 2	There will be some description of the impact of Piaget's schema theory There will be some links to how the theory links to cognitive development. There may be some points described in detail. Some points are directly applied to Bazek and are age/stage appropriate.	4-6
Level 3	A balanced discussion of the impact of Piaget's schema theory. There will be strong links made to how the theory links to cognitive development There will be a range of points discussed in detail. Points made are directly applied to Bazek and are age/stage appropriate.	7-8

Question Number	Answer	Mark
4 (a)	<p>Award one mark for any of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Asking children to write a sentence about their picture • Setting up book area with books about fire engines • Posters with key words 	2

Question Number	Answer	Mark
4 (b)	<p>Award one mark for any of the following up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Listening closely to his Dad • Asking questions • Wide vocabulary of words • Drawing pictures • Writing a sentence 	2

Question Number	Answer	Mark
4 (c)	<p>Award one mark for identification and one additional mark for appropriate expansion.</p> <ul style="list-style-type: none"> • Giving adult support (1) so Amir can develop a wide range of images/vocabulary (1) • Active learning (1) drawing picture / writing sentence/ reading books. (1) • Amir is in the iconic mode (1) which means he learns through developing mental images (1) • Amir is entering symbolic mode (1) as he is starting to draw / write sentences/ reading or writing key words from poster on wall (1) • Scaffolding (1) when he is playing/drawing/writing will help Amir to learn/develop. (1) <p>Accept any other relevant phrasing/wording, do not accept enactive stage/mode.</p>	4

Question Number	Answer	Mark
4 (d)	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <ul style="list-style-type: none"> • Understanding of Bronfenbrenner's systems theories (micro/meso/exo/macro/chrono) • Impact of family/friends/others on influencing child's growth and development including family dynamics/position in family/socio economic status/education of parents/parenting style/lifestyle choices (dad's job - macro) • Impact of environment and settings in influencing child's growth and development (school - meso) • Impact of society systems of sanctions/norms/values/attitudes/beliefs/culture/religion/class affect a child's growth and development (judo club - exo/chrono) • Links to other areas of development • Links to areas of curriculum • Dad coming into school may make Amir proud - emotional development • Friends may interact wanting to know about dad's job - social • Judo club gives him a wider circle of friends - social (micro) • Grand-dad watching him at judo club will make him want to please him - emotional <p><u>Links to other areas of development</u></p> <ul style="list-style-type: none"> • Increased awareness of role of firefighters / people who help us (intellectual development) • May boost self-esteem (emotional development) <p><u>Links to theories</u></p> <ul style="list-style-type: none"> • Bandura - imitating role models (father acting as a positive influence, he may copy their actions) <p>If diagram only, limited to mark band one.</p>	8

Mark scheme (Award up to 8 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.

Level	Descriptor	Mark
Level 0	No rewardable material.	0
Level 1	Limited understanding of Bronfenbrenner's theory. No links to social development. Points made will be superficial/generic. Points may not be applied or directly linked to Amir and may not be age/stage appropriate.	1-3
Level 2	There will be some description of Bronfenbrenner's theory. There will be some links to social development There may be some points described in detail. Some points are directly applied to Amir and are age/stage appropriate.	4-6
Level 3	A good discussion of Bronfenbrenner's theory. There will be strong links made to parental social development There will be a range of points discussed in detail. Points made are directly applied to Amir and are age/stage appropriate.	7-8

Section B

Question Number	Answer	Mark
5	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p><u>Recall:</u></p> <ul style="list-style-type: none"> • All children need to rest and sleep. • Children at different ages need different amounts of rest/sleep. • Babies and toddlers need more sleep than older children. • Maslow's hierarchy, physiological needs have to be met first. <p><u>Understanding:</u></p> <ul style="list-style-type: none"> • If children do not have enough sleep it can impact on their learning/ cognitive development. • Physical development, may be clumsy and affect gross motor skills fall over when over tired. • Physical - may affect fine motor skills/ make children less precise with movements. • Emotional development can be affected because children may become grumpy/distressed/overtired/ have more tantrums. • Social development/friendships can be affected if child has unpredictable behaviour. • Poor behaviour may be a result of lack of sleep. • Rest is just as important as sleep, particularly to older children. • Children need to follow a routine to sleep well. • Unable to progress up Maslow's hierarchy until basic needs are met. • Older children need rest/quiet times. <p><u>Analysis and Evaluation:</u></p> <ul style="list-style-type: none"> • Lack of sleep can lead to lack of concentration. • Impacts on children's ability to learn. • Lack of concentration leads to poor progress. • Not enough sleep can affect the immune system and make it less likely to fight off infection. • The body needs sleep in order to maintain cells/ process information / for hormones necessary for growth to be released. • Cannot reach full potential/self-actualisation if basic needs aren't met. • May not cope with day to day demands. • Rest is equally important as sleep. 	12

	<p><u>Making Links:</u></p> <ul style="list-style-type: none"> • Bronfenbrenner – different levels of contact with others. • Relevant links to any other theories. <p>Accept any other relevant response.</p>	
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<p>Mark scheme (Award up to 12 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Descriptor	Mark
Level 0	No rewardable material.	0
Level 1	<p>Limited understanding of importance of rest and sleep. No links between the impact of sufficient rest and sleep and development. No links to other areas of development. Examples may not be age/stage appropriate. Points made and examples may be superficial/generic. Limited analysis or reference to impact of rest and sleep.</p>	1-4
Level 2	<p>There will be a good understanding of rest and sleep. Some links between the impact of sufficient rest and sleep and development. Some links to other areas of development but examples may be brief. Examples are mostly age/stage appropriate. There are some points described in detail. Some analysis or reference to impact of rest and sleep.</p>	5-8
Level 3	<p>There will be an in-depth understanding of importance of rest and sleep. Strong links between the impact of having sufficient rest and sleep and development. Strong links made to other areas of development providing detailed examples, good understanding shown. Examples are age/stage appropriate. Detailed analysis of the impact of rest and sleep.</p>	9-12

Question Number	Answer	Mark
6	<p>Answers will be credited according to the candidate's demonstration of knowledge and understanding of the material using the indicative content and levels descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content but should be rewarded for other relevant answers.</p> <p><u>Recall:</u></p> <ul style="list-style-type: none"> • Rules tell children what they can or cannot do • Boundaries indicate the limits to acceptable behaviour • They keep children safe (physical) • They show adult expectations • They can prevent arguments • Children like to know what is expected of them <p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Boundaries can reassure children/ they provide security - emotional development. • Rules and Boundaries may present children with a sense of fairness and help with co-operative play - social development. • Different settings will have different rules/boundaries which may confuse the child. • There may be consequences of not following rules/boundaries - adults unhappy/ children told off (emotional/social). • Adults must ensure that rules/boundaries are applied all the time / consistently (cognitive). • Children understand how to use equipment safely (cognitive/physical). • Prevents harm to others. • Promotes risk and challenge. • Children will develop own rules through play. <p><u>Analysis and Evaluation:</u></p> <ul style="list-style-type: none"> • Framework for behaviour helps children to understand about controlling own actions/ behaviour. • Society has rules/boundaries and children need to learn this. • Helps children to develop a sense of right and wrong/ morals - cognitive / social development. • Children need to learn different expectations at home and school/nursery. • As children get older their games follow rules/ they make their own rules - cognitive development. • Rules work better if the children are involved in making them. • Helps children make sense of their world. • Children will check and challenge fairness of rules. 	14

	<p><u>Making Links:</u></p> <ul style="list-style-type: none"> • Skinner - positive reinforcement if rules/boundaries are followed. • Bronfenbrenner – support for rules of society. • Bandura – copying how adults enforce rules. <p>Accept any other age appropriate responses.</p>	
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<p>Mark scheme (Award up to 14 marks) refer to the guidance on the cover of this document for how to apply levels-based mark schemes*.</p>		
Level	Descriptor	Mark
Level 0	No rewardable material.	0
Level 1	Limited understanding of the need for rules and boundaries. No links between setting rules/boundaries and the effects on development. Examples may not be age/stage appropriate. Points made will be superficial/generic and may not be applied. Limited evaluation of the impact of rules and boundaries.	1-5
Level 2	A good understanding of the need for rules and boundaries. There will be some links between setting rules/boundaries and the effects on development. Examples are mostly age/stage appropriate. Some evaluation of the impact of rules and boundaries but this may be brief.	6-10
Level 3	In-depth understanding of the need for rules and boundaries. There will be strong links made between setting rules/boundaries and children's development. Examples are age/stage appropriate. Detailed evaluation of the impact of rules and boundaries and a conclusion made.	11-14

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