



Mark Scheme

August 2016

Pearson BTEC Level 3

Children's Play, Learning and
Development

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Unit 1: Children's Development

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.
- Marking grids 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 marking grid, not according to their perception of where the grade boundaries may lie.
- All marks on the marking grid should be used appropriately.
- All the marks on the marking grid are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks, if the learner's response is not rewardable according to the marking grid.
- Where judgement is required, a marking grid will provide the principles by which marks will be awarded.
- When examiners are in doubt regarding the application of the marking grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The marking grids have been designed to assess learner work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a marking grid, the 'best fit' approach should be used.

- Examiners should first make a holistic judgement on which band most closely matches the learner's 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 focus/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.

Children's Play, Learning and Development
Unit 1: Children's Development

December 2016

Section A

Question Number	Answer	Mark
1 (a)	A - Growth refers to an increase in physical size.	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"> • Daisy makes friends easily. • Daisy tries out new activities. • Daisy is first to play with new toys. • Daisy is more likely to take risks/ go fast on slide • Daisy is first to climb the ladder/slide. • Daisy says that she is good at things. • Daisy enjoys play and is beginning to share. 	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 Daisy's behaviour. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Positive reinforcement (1) to encourage children to try new things. (1) • The early years practitioner smiles when Daisy comes down the slide (1) provides non-verbal reward/appreciation/reinforcement for Daisy's behaviour. (1) • The early years practitioner/Kathy uses verbal praise (1) this means that Daisy is more likely to repeat the activity/behaviour. (1) <p>Accept any other appropriate response linked to the scenario.</p>	4

Question Number	Answer	Mark
1d	<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"> • The early years practitioner/Kathy will understand Daisy's needs and provide appropriate activities. <p><u>Emotional development:</u></p> <ul style="list-style-type: none"> • Good attachment means that Daisy is likely to feel secure. • Will promote positive self-concept/self-esteem. • Likely to feel more confident. • Wants to please the early years practitioner, can promote positive behaviour. <p><u>Social development:</u></p> <ul style="list-style-type: none"> • More likely to be able to form relationships with others. • Wider range of friendships. • Plays with peers. • Able to share/take turns. <p><u>Intellectual development:</u></p> <ul style="list-style-type: none"> • More likely to take risks/try new things/respond to challenges. • Any learning issues can be identified early by the early years practitioners' observations. <p><u>Physical development:</u></p> <ul style="list-style-type: none"> • More likely to use new equipment if the early years practitioner is supporting her. <p><u>Language development:</u></p> <ul style="list-style-type: none"> • Increasing range of vocabulary. • More likely to interact with peers. • More likely to interact with adults. • May speak for other children. <p><u>Making links:</u></p> <ul style="list-style-type: none"> • Bowlby – quality of attachment with early years practitioner/builds confidence • Ainsworth's attachment styles/types and linked behaviours, including secure, insecure anxious/avoidant, insecure ambivalent/resistant, disorganised/disoriented ('The Strange 	8

	<p>Situation')</p> <ul style="list-style-type: none"> The early years practitioner regularly observes/assesses/records development. <p>Only accept answers that relate to Daisy's development up to the age of three years.</p> <p>Accept appropriate negative response related to Daisy.</p>	
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<p>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*.</p>		
Level	Descriptor	Mark
Level 0	No rewardable material.	
Level 1	Limited understanding of the benefits of a good relationship with the early years practitioner. No links to how this could affect development. Points made will be superficial/generic. Points may not be applied or directly linked to Daisy and may not be age/stage appropriate.	1-3
Level 2	There will be some description of the benefits of having a good relationship with the early years practitioner. There will be some links to how this relationship affects a range of different areas of development. There may be some points described in detail. Some points are directly applied to Daisy and are age/stage appropriate.	4-6
Level 3	A balanced discussion of the benefits of having a good relationship with the early years practitioner. There will be strong links made to practice and to how this relationship affects all areas of development. There will be a range of points discussed in detail. Points made are directly applied to Daisy and are age/stage appropriate.	7-8

Question Number	Answer	Mark
2 (a)	C - Using puppets to retell a story.	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"> • He can use phonics to sound out words/names. • He can put numbers 1 to 10 in the right order. • He can retell stories in his own way. • He can put jugs into order of height. 	3

Question Number	Answer	Mark
2 (c)	<p>Award one mark for each way that applies to Piaget and one further mark for a correct linked response to Oliver's numeracy development. Up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Children learn through experiences (1) so playing at the water tray/putting number tiles in order will help Oliver learn about volume/number. • Oliver is at pre-operational stage (1) so he will not yet understand conservation. (1) • Schemas (1) will help Oliver to make sense of numeracy. (1) • Active learning (1) means that the early years practitioner should provide a range of numeracy activities for Oliver to try. (1) <p>Accept any other appropriate response linked to the scenario, but do NOT accept sensori-motor, concrete operations stage or formal operational.</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"> • Oliver retells stories by using puppets. • Oliver is consolidating and reinforcing previous learning (retelling the Three Little Pigs story). • Knowing how reading can be promoted by using Vygotsky's theory. • Knowing that Mrs Martin/adults/older children need to support learning/reference to scaffolding. • Knowing Oliver's zone of actual development/what Oliver can do on his own, e.g. by observing/assessing his skills. • Help Oliver in the zone of proximal development where he will be able to achieve with the help of adults/older children. • Understanding the importance of the resources/stories and puppets that he is given for learning/active learning. • Giving out name cards and sounding out phonics, with adult support, will give opportunity to engage in active learning. • As Oliver is five years old he has the language skills/vocabulary to retell stories/create own stories. • Understanding the importance of the time Oliver is given to consolidate learning. • Mrs Martin can work alongside him in the zone of proximal development using questioning to extend learning by sharing ideas/encouraging reasoning/linked to stories. <p><u>Making links</u></p> <ul style="list-style-type: none"> • Role play/Imaginative play is a way for children to act out the different situations. • As Oliver is five years old he can explain his ideas to others through storytelling. • It could support Oliver's development of sustained shared thinking and help him to learn new concepts. • Linking to other areas of the curriculum/development. 	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.	
Level 1	Limited understanding of Vygotsky's theory. No links to how reading skills can be supported by Vygotsky's theory. Points made will be superficial/generic. Points may not be applied or directly linked to Oliver 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 reading skills can be supported by Vygotsky's theory. There may be some points described in detail. Some points are directly applied to Oliver and are age/stage appropriate.	4-6
Level 3	A linked discussion of Vygotsky's theory. There will be strong links made to how reading skills can be supported by Vygotsky's theory. There will be a range of points discussed in detail. Points made are directly applied to Oliver 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"> • Able to roll over • Beginning to eat finger foods using palmar grasp. • Beginning to pass objects from hand to hand. • Can push toys with her index finger. 	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"> • Her mother talks to her. • Mother and father play with her. • Plays with pop-up toy/toys that make a noise. 	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"> • Repeating activities/games (1) so that Lily can learn through repetition. (1) • Active learning (1) pushing buttons on toys/musical instruments. (1) • Lily is in the enactive mode (1) which means she learns through physical movements. (1) • Giving adult support when she is playing with her toys (1) will help Lily to learn/develop. (1) <p>Accept any other appropriate response, e.g. scaffolding linked to the scenario.</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"> • Lily will have an attachment to her main carer/secure attachment. • Lily may not understand what is happening. • Lily will not have the language to express her feelings. • Effects of transition on areas of development. • Reference to 'The Strange Situation' • Lily may get upset affecting her behaviour/show distress. • Ainsworth's attachment types: insecure anxious/avoidant, insecure ambivalent/resistant, disorganised/disorientated. • Lily will need to form an attachment with her childminder in order to feel secure/happy. • Lily needs to be settled in to help her behaviour and emotional development so that she understands her new setting. • If Lily is not happy she may not sleep/rest, which will affect her behaviour. • Lily needs to learn the routines of her new setting so that she knows what's coming next and will reduce her distress. • The childminder needs to provide Lily with continuity between home and the setting to support her emotional development. • Links might be made to Bowlby's attachment theory. • If the transition is managed well, then any negative effects on Lily's development will be short term, e.g. distress, confusion. 	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.	
Level 1	Limited understanding of the impact of Ainsworth's theory. No links to how the theory links to the transition. Points made will be superficial/generic. Points may not be applied or directly linked to Lily and may not be age/stage appropriate.	1-3
Level 2	There will be some description of the impact of Ainsworth's theory. There will be some links to how the theory links to the transition. There may be some points described in detail. Some points are directly applied to Lily and are age/stage appropriate.	4-6
Level 3	A balanced discussion of the impact of Ainsworth's theory. There will be strong links made to how the theory links to the transition. There will be a range of points discussed in detail. Points made are directly applied to Lily 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"> • Writes pretend shopping lists • Holds the pencil in her left hand • Has a preferred hand • Uses tripod grip • Understands the purpose of writing 	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"> • Taking turns/sharing – playing on the obstacle course. • Showing necklace to early years practitioner. • Playing with her friend/ Neema. 	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"> • Critical period to learn language (1) so adults should take all opportunities to talk to Bernita/ask Bernita questions. (1) • Language rich environment (1) to promote extended vocabulary and communication opportunities. (1) • Language Acquisition Device (1) means that Bernita is learning language by absorbing the language she hears/means that all children learn language in the same order. (1) • Sharing/Reading books with Bernita (1) will mean that she learns new vocabulary by hearing it spoken. <p>Accept any other relevant phrasing/wording.</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 a child's social development, including family dynamics/position in family/socio-economic status/education of parents/parenting style/lifestyle choices (macro). • Impact of environment and settings in influencing a child's social development (nursery-meso). • Impact of society systems of sanctions/norms/values/attitudes/beliefs/culture/religion/class affect a child's social development (swimming/gym club-exo/chrono). • Links to other areas of development. • Links to areas of the early years curriculum. • Parents act as role models. • Family activities are more likely to involve social interaction (micro). • Will be more used to playing collaboratively, as the family spend more time with others. • Playing team sports may be encouraged/swimming/gym club. <p><u>Links to other areas of development</u></p> <ul style="list-style-type: none"> • Increased awareness/appreciation of nature (intellectual development). • Able to cooperate in team activities (social development). • May start to understand rules of games earlier than the norm (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/mother acting as a positive influence, she 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.	
Level 1	Limited understanding of Bronfenbrenner's theory. No links to parental background/input/influence/physical development. Points made will be superficial/generic. Points may not be applied or directly linked to Bernita 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 parental background/input/influence/physical development. There may be some points described in detail. Some points are directly applied to Bernita and are age/stage appropriate.	4-6
Level 3	A good discussion of Bronfenbrenner's theory. There will be strong links made to parental background/input/influence/physical development. There will be a range of points discussed in detail. Points made are directly applied to Bernita 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">• Good at number work.• Thinks in a logical way.• May be top of his class in some things but not others.• Further ahead in maths than his peers.• Physical, social, intellectual, emotional, language development areas.• Cognitive development may be more advanced than other areas. <p><u>Understanding:</u></p> <ul style="list-style-type: none">• May fall behind his peers in other areas of his development.• Less time to learn through play/extra classes in maths.• Less time for physical activities.• May be bullied, if others feel he is different.• He may not want to be taken to different classes, he may want to stay and work with his friends.• He may have poor social skills and not be able to make friends easily.• Self-esteem may be positive because he feels good about succeeding in maths (emotional).• He may be very good on the computer, as this is a linked subject.• He may be good at working out complex problems.• Teachers may expect him to do well all the time.• Vocabulary may be advanced in maths terminology.• Vocabulary may be delayed in social interactions. <p><u>Analysis and evaluation:</u></p> <ul style="list-style-type: none">• He may feel pressured to do well, which could affect his self-esteem.• It could affect his social development as his friends may not understand what he is doing.	12

	<ul style="list-style-type: none">• As all areas of development are interlinked, teachers should use this to develop areas he may be weaker in.• He could feel frustrated if he isn't at the same standard in all areas (emotional).• He may struggle to communicate ideas in a creative way, such as art or drama (communication).• May take less exercise affecting fitness (physical).• Needs to continue to be stretched and challenged in maths (cognitive). <p><u>Making links:</u></p> <ul style="list-style-type: none">• Vygotsky – adult support to progress through zone of proximal development.• Bruner – adult support to scaffold his learning. He may be ahead in the stages, should be in iconic mode but may be in symbolic mode.• Piaget – he may have moved into concrete operations stage for maths, but still be in pre-operational for other subjects.• Bandura – he may act as a positive role model for his peers/adult may act as a positive role model to all children to promote social and emotional development/acceptance. <p>Accept any other relevant response linked to Rasheen.</p>	
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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*.

Level	Descriptor	Mark
Level 0	No rewardable material.	
Level 1	Limited understanding of gifted children. No links between the impact of being gifted 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 a child being gifted.	1-4
Level 2	There will be a good understanding of gifted children. Some links between the impact of being gifted 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 a child being gifted but this may be brief.	5-8
Level 3	There will be an in-depth understanding of gifted children. Strong links between the impact of being gifted 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 a child being gifted.	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"> • Social class classifications: low/working, middle, upper/1 to 8/any other relevant classification • Type of work parents do • Employment/unemployment • Educational background of parents affects expectations • Finance/income affects children's development • Housing/living conditions • Extended/nuclear family <p><u>Understanding:</u></p> <ul style="list-style-type: none"> • Understanding of the need not to stereotype by social class • Type of work parents do affects the expectations of what their children can achieve/future aspirations • If parents have a good job this can boost a child's self esteem • Income of parents affects access to a wide range of resources • Attitude of parents affects child's emotional development • Housing/living conditions having enough space for indoor/outdoor play • Amount of time spent with parents and extended family can affect emotional and social development <p><u>Analysis and evaluation:</u></p> <ul style="list-style-type: none"> • Access to a wide range of resources (physical and other) can boost children's self-esteem and self-concept • Self-fulfilling prophecies • Unrealistic expectations increase pressure on children which could affect confidence • Quality time spent with parents can have a beneficial effect on the child • Not spending enough quality time with parents 	14

	<p>can have a negative impact on social and emotional development</p> <p><u>Making links:</u></p> <ul style="list-style-type: none"> • Bandura – social learning theory • Skinner – expectations and positive reinforcement • Bronfenbrenner – bio-ecological system theory • Attachment theories – Bowlby and Ainsworth • Impact on other areas of development <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.	
Level 1	<p>Limited understanding of social class, work and educational background.</p> <p>No links between social class, work and educational background and the impact on social and emotional development.</p> <p>Examples may not be age/stage appropriate.</p> <p>Points made will be superficial/generic and may not be applied.</p> <p>Limited evaluation of the impact of social class, work and educational background.</p>	1-5
Level 2	<p>A good understanding of social class, work and educational background.</p> <p>There will be some links between social class, work and educational background and the impact on social and emotional development.</p> <p>Examples are mostly age/stage appropriate.</p> <p>Some evaluation of the impact of social class, work and educational background.</p>	6-10
Level 3	<p>In-depth understanding of social class, work and educational background.</p> <p>There will be strong links made between social class, work and educational background and the impact on social and emotional development.</p> <p>Detailed evaluation of the impact of social class, work and educational background.</p>	11-14

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