

Pearson BTEC Level 1/2 Tech Award in Child Development

Sample Assessment Materials:

Component 3: Supporting Children to Play, Learn and Develop

For use with: Pearson BTEC Level 1/Level 2 Tech Award in Child Development

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The Department for Education (DfE) is currently considering this qualification for inclusion in performance tables in England.

These draft sample assessment materials show our proposed approach to the external assessments. During the DfE approval process, we may be asked to make changes to any aspect of the qualification including content, assessments or first teaching and assessment dates.

When the DfE gives final approval for inclusion in performance tables in England, we will:

- confirm first teaching date
- confirm the first external assessment date
- issue the final version of the sample assessment materials.

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Pearson BTEC Tech Award in Child Development

Child Development

Component 3: Supporting Children to Play, Learn and Develop

Total time: 2 hours

Total Marks

60

Instructions

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

Information

- The total mark for this paper is 60.
- The marks for **each** question are shown in brackets
 - *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk (*)** are ones where the quality of your written communication will be assessed
 - *you should take particular care on these questions with your spelling, punctuation and grammar, as well as the clarity of expression.*
- The marks available for spelling, punctuation and grammar are clearly indicated.

Advice

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

Paper reference

XXXX/XX

PXXXXXA

SECTION A

Answer ALL questions. Write your answers in the spaces provided.

- 1 Give **one** example of a sensory impairment that could affect a child's learning and development.

1 mark

- 2 One example of a transition that children under the age of five could experience is the birth of a sibling.

State **one** other example of a transition that children under the age of five may experience.

1 mark

- 3 Identify **two** potential effects of shyness on social and emotional development in a three year old.

2 marks

Choose **two** answers and mark them with a cross x in the box ☒

- A Difficulty making friends
- B High levels of confidence
- C Likely to play alone
- D Leads group activities
- E Strong emotional resilience

4 Megan is 4 months old.

Her health visitor is concerned Megan may not be developing as expected. She has advised Megan's Mum to add some toys to Megan's play mat to stimulate her development.

Complete Table 1 to show:

- i) a toy/equipment that could be used to support each area of development
- ii) a reason why each toy is suitable for cognitive development.

Part of the table has been done for you.

4 marks

Table 1

Area of development	Toy/equipment to promote area of development	Reason for your choice
Physical	Dangling animal	Megan will develop fine motor skills while she pulls on it
Cognitive/Intellectual	Toy that plays music when hit	(1)
Communication and Language	(1)	(1)
Social and Emotional	(1)	Sees self and starts to babble to self

5 Identify **two** activities which help to promote language development for a child who has English as an additional language.

2 marks

Choose **two** answers and mark them with a cross x in the box ☒

<input checked="" type="checkbox"/>	A Picture cards
<input checked="" type="checkbox"/>	B Running Races
<input checked="" type="checkbox"/>	C Building Blocks
<input checked="" type="checkbox"/>	D Basketball
<input checked="" type="checkbox"/>	E Simon Says game

6 Explain **two** possible effects of a child's disruptive behaviour on their ability to play or learn.

4 marks

1).....
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2).....
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7 PECS (Picture Exchange Communication System) is one resource that could be used to support a child with communication or language difficulties during activities.

1 mark

State **one other** resource that could be used.

..... (1)

8 Having a variety of tools available for children is important for them to be able to join in art and craft activities.

Give **two** examples of tools or materials that would help to adapt a card making activity for children with a visual impairment.

2 marks

1).....

2).....

(TOTAL FOR SECTION A= 17 MARKS)

DRAFT

SECTION B

9 State **one** reason why positive risk taking is important when selecting age appropriate resources or activities for children.

1 mark

.....

.....

10 Toys have many different symbols on their packaging.

a) Match up the **two** child safety symbols with their definitions.

Draw a line from each safety symbol to its correct definition. One has been completed for you.

2 marks

Safety Symbol

Definition



Fire Safety

British Lion Mark

Kite Mark

European
Safety Directive

Age Label

b) Explain why a parent should look for each of these symbols when buying toys for their children.

4 marks



i).....
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ii).....
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Total for Question 10 = 6 marks

11 Explain **two** responsibilities of an adult who allows their 4 year old child to use internet enabled technology.

4 marks

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12 Fred is a five year old child who uses a wheelchair. He attends a parent and child activity session with his Dad.

This weekend the activity is basketball in the main hall.

a) State **two** potential hazards that could affect Fred ability to play basketball in the main hall.

2 marks

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b) Explain **two** adaptations you would make to the basketball game to enable Fred to join in.

4 marks

1)

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2)

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c) Give **two** benefits for the other children of playing basketball with Fred.

2 marks

1)

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2)

.....

Total for Question 12 = 8 marks

13 Sophie volunteers at the creche in a gym on Saturday. The table below shows three situations that Sophie observed when she entered the play areas.

Complete Table 2 by explaining how Sophie could support the child to participate in each activity.

6 marks

Table 2

Activity	Observation	Support for the child
Dressing up	One child is sitting a short distance away, watching the others	(2)
Drawing in chalk on the pavement outside	One child is watching from their wheelchair	(2)
Activity mat for babies	A baby is lying on the mat, but not playing with the activities	(2)

(TOTAL FOR SECTION B = 25 MARKS)

SECTION C

14 Jo is four years old and attends Pre-School. Jo's Mum gave birth to a new baby at the weekend.

a) Give two ways a staff member in the setting can support Jo's self-esteem during this transition.

2 marks

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b) Explain **two** activities the staff member could use to support Jo's social development during this transition.

4 marks

1).....

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2).....

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Total for Question 14 = 6 marks

15 Mr Murphy is a class teacher for four to five year olds.

Abeo and Azi are twins who recently started at the school. English is their additional language and they speak very few English words.

- a) Explain **one** structure of play Mr Murphy could use to support Abeo and Azi to learn and develop.

2 mark

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- b) During play time, Abeo and Azi like to play with another five year old called Matthew.

Explain **two** ways Matthew could support Abeo and Azi with their communication and language development.

4 marks

1).....

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2).....

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Unit 3: Supporting Children to Play, Learn and Develop

Sample Mark Scheme

General Marking Guidance

- 13. All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- 13. Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- 13. Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- 13. All marks on the mark scheme should be used appropriately.
- 13. 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.
- 13. Where some judgment is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- 13. When examiners are in doubt about applying the mark scheme to a candidate's response, the team leader must be consulted.
- 13. Crossed-out work should be marked UNLESS the candidate has replaced it with an alternative response.

Mark Scheme

Question Number	Answer	Mark
1	Award one mark for the following <ul style="list-style-type: none"> • Visual impairment (1) • Hearing impairment (1) Accept any other appropriate response	1

Question Number	Answer	Mark
2	Award one mark for the following <ul style="list-style-type: none"> • starting care/educational providers (1) • moving house (1) Accept any other appropriate response	1

Question Number	Answer	Mark
3	Award one mark for each activity circled up to a maximum of two marks. A Difficulty making friends (1) C Likely to play alone (1)	2

Question Number	Answer	Mark
4	Award one mark for each example of a toy/equipment given up to a maximum of two marks, one mark for reasons for choice for a total of two marks. Cognitive/Intellectual One mark for Reasons for choice: <ul style="list-style-type: none"> • Helps to learn about cause and effect (1) • Remembers which toy makes a sound (1) Communication and Language One mark for toy/equipment: <ul style="list-style-type: none"> • Any toy that sings (1) • A toy that makes sounds (1) One mark for Reasons for choice: <ul style="list-style-type: none"> • Encourage babbling (1) • Encourages copying of repetitive sounds (1) Social and Emotional One mark for toy/equipment: <ul style="list-style-type: none"> • Mirror (1) 	4

	<ul style="list-style-type: none"> • Reflective toy (1) • Foil coated surface (1) • Toys with a mirror (1) <p>Accept any other appropriate responses.</p>	
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Question Number	Answer	Mark
5	<p>Award one mark for each activity circled up to a maximum of two marks.</p> <p>A Picture cards (1)</p> <p>E Simon Says game (1)</p>	2



Question Number	Answer	Mark
6	<p>Award one mark for each effect and one additional mark for a linked expansion up to a maximum of 4 marks.</p> <p>They may be behind in learning (1) because they might not be able to participate in class activities (1)</p> <p>Other children won't want to play with them (1) because they might not have learnt to share or take turns with toys (1)</p> <p>They may have poor emotional resilience (1) because they struggle to adapt to new situations (1)</p> <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
7	<p>Award one mark for the following</p> <p>Makaton signs and symbols (1)</p> <p>Flashcards with pictures and words (1)</p> <p>Nursery Rhymes with actions and words (1)</p> <p>Songs with actions and words (1)</p>	1

	Accept any other appropriate response.	
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Question Number	Answer	Mark
8	<p>Award one mark for each correct response up to a maximum of two marks.</p> <p>Paint that is raised when dry/textured/scented paints (1) Textured paper/card (1) Contrasting/bright colours of paint/paper/card (1) 3D objects such as beads (1)</p> <p>Accept any other appropriate response.</p>	2

Question Number	Answer	Mark
9	<p>Award one mark for one of the following</p> <p>Teach children to use tools/equipment safely (1) Encourages children to try new activities (1) Promotes problem solving skills in children (1)</p> <p>Accept any other appropriate response.</p>	1

Question Number	Answer	Mark
10a	<p>Award one mark for each correct line up to a maximum of two marks.</p> <p style="text-align: center;">  British Lion Mark </p> <p style="text-align: center;">  European Safety Directive </p>	2
10b	<p>Award one mark for each correct a reason and one additional mark for each linked justification up to a maximum of 4 marks.</p> <p>i) Reassures the parent the product should be safe and reliable (1) because it shows the product complies with safety standards (1)</p>	4

	<p>Do not award a mark simply stating 'it's the Kite Mark'.</p> <p>ii) Informs the parent the toy is age appropriate (1) and is not a choking hazard (1)</p> <p>Do not award a mark simply stating 'it's the Age Label'.</p>	
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Question Number	Answer	Mark
11	<p>Award one mark for each responsibility identified and one additional mark for a linked expansion up to a maximum of four marks.</p> <p>Set up parental controls (1) so that the child can't download content that is not age appropriate (1)</p> <p>Enable age appropriate games (1) to encourage social and cognitive development (1)</p> <p>Talk to child about being safe online (1) so that the child shares information about what they are doing online (1)</p> <p>Accept any other age appropriate response</p>	4

Question Number	Answer	Mark
12a	<p>Award one mark for each hazard identified up to a maximum of two marks.</p> <p>Furniture in the way (1)</p> <p>Spilled drinks on the floor (1)</p> <p>Layout of the room (1)</p> <p>Accept any other appropriate response</p>	2
12b	<p>Award one mark for each adaptation to the basketball game and one additional mark for an appropriate linked justification up to a maximum of four marks:</p> <p>Use an appropriate ball for the child - a lighter ball (1) so the child can throw the ball easier (1)</p> <p>Lower the basketball hoops (1) so the child has the same height to throw the ball as the other children (1)</p>	4

	<p>Allow child to hold the ball on his lap for travelling (1) so the child can move with ball (1)</p> <p>Accept any other appropriate answer</p> <p>Do not accept answers with adaptations to the Community Centre.</p>	
12c	<p>Award one mark for each benefit identified up to a maximum of two marks.</p> <p>Learn to include others (1)</p> <p>Become responsive to the needs of others (1)</p> <p>Awareness of different physical circumstances (1)</p> <p>Accept any other appropriate answer.</p>	2

Question Number	Answer	Mark
13	<p>Award one mark for each action Sophie could take and one additional mark for a linked justification of how the action would support the child up to a maximum of six marks.</p> <p><u>Dressing up:</u> Offer to help the child into a costume (1) so they may be tempted to join in (1)</p> <p>Encourage another child to invite the child to join in (1) so that they improve their social skills by engaging with another child (1)</p> <p><u>Chalk drawing:</u> Put paper and chalk on a higher surface (1) so they can engage in the activity (1)</p> <p>Encourage the children to draw on a wall (1) so that both children can draw next to each other (1)</p> <p><u>Activity Mat:</u> Check for any sensory impairments that may mean the baby needs an alternative activity(1) so that they can be moved or the activity changed (1)</p> <p>Play with the attachments on the mat with the baby (1) so that they are engaged in an activity promoting their development (1)</p>	6

	Do not accept Sophie should encourage the child to join in.	
	Accept any other age appropriate response	

Question Number	Answer	Mark
14a	<p>Award one mark for each type of support up to a maximum of two marks.</p> <p>Facilitate play opportunities based on Jo's likes (1)</p> <p>Support Jo to express his emotions freely and safely (1)</p> <p>Encourage Jo's relationships with other children (1)</p> <p>Accept any other appropriate response.</p>	2
14b	<p>Award one mark for each activity and one additional mark for a linked justification up to a maximum of two marks.</p> <p>Role play home life with a new baby (1) so Jo can express her emotions/understand the needs of babies (1)</p> <p>Reading books/stories to Jo about new babies (1) in order to help her feel more secure/accept new baby/understand (1)</p> <p>Accept any other appropriate response.</p>	4

Question Number	Answer	Mark
15a	<p>Award one mark for the structure of play and one mark the linked expansion up to a maximum of 2.</p> <p><u>Structure of play</u></p> <p>Adult-Led play (1) allows for higher risk activities to learn new skills (1)</p> <p>Adult- Initiated play (1) promotes independent learning skills (1)</p> <p>Child Led play (1) can choose what to play with (1)</p> <p>Accept any other reasonable response</p>	2

15b	<p>Award one mark for the type of support, and one additional mark for a linked expansion up to a maximum of two marks.</p> <p>Speaking to them (1) because socialisation is likely to promote the use of language in natural situations (1)</p> <p>Including them in activities/games (1) in order to develop their vocabulary (1)</p> <p>Using words correctly (1) so they can learn to repeat them (1)</p> <p>Accept any other appropriate response.</p>	4
15c	<p>Indicative content for the areas of development an adult needs to be aware of for adapting activities:</p> <p><u>Physical development</u> Encourages physical movement Encourages links between body parts and words</p> <p><u>Cognitive development</u> Repetition of words and movements helps with memory recall Learning positions of body parts</p> <p><u>Communication and language development</u> Songs with repetitive lyrics help to embed new language Rhymes and songs with consistent patterns and rhythm support children to learn new words</p> <p><u>Social/Emotional development</u> Helps to improve socialisation as children join in group activities Children can enjoy learning in a fun way</p>	6

Level 0	No rewardable material	0
Level 1	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding, there be major gaps or omissions • Few of the points made will be relevant to the context in the question • Limited assessment which contains generic assertions rather than considering the factors or events and their relative importance, leading to a conclusion which is superficial or unsupported 	1-2
Level 2	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding, with few minor omissions/any gaps or omissions are minor • Some of the points made will be relevant to the context in the question, but the link will not always be clear • Displays a partially developed assessment which considers some of the factors or events and their relative importance leading to a partially supported conclusion. 	3-4
Level 3	<ul style="list-style-type: none"> • Demonstrates mostly accurate and thorough/detailed knowledge and understanding • Most of the points made will be relevant to the context in the question, and there will be clear links • Displays a well-developed and logical assessment which clearly considers the factors or events and their relative importance, leading to a supported conclusion 	5-6