



# Marking Grids

## BTEC Level 1 / Level 2 Tech Award in Child Development

First teach September 2022

Component 1 (internal): Children's Growth  
and Development

Component 2 (internal): Learning  
Through Play

# Assessing the Pearson Set Assignments

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Assessment decisions for each learner’s response to the Pearson Set Assignment (PSA) for each internally assessed component must be made using the relevant marking grids below.

Marking grids for the internal components have also been built into the Assessment Tracker Tool which can be downloaded from the Teaching and Learning Materials section of the BTEC Tech Awards in Child Development (2022) qualifications pages. This Assessment Tracker will help you collect marks for the class, streamline management of records, and allows you to export the Assessment Record forms for sampled learners for moderation.

Before making assessment decisions, you should use the guidance on using the marking grids provided in the Tech Award Specification **Section 5: Non-exam internal assessment**.

You can also watch this [short video guide](#) to applying Mark Schemes for Internal Assessments in BTEC Tech Awards from 2022.

A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification.

## Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 1: Growth and development</b>				
<b>Learning outcome A: Understand the principles of growth and development</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> knowledge and understanding of growth and development relevant to the given age.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>few</b> expected milestones relevant to the area of development and age of child in the case study</li> <li>• a <b>superficial</b> account of how to measure the child's growth; the information given has <b>little relevance</b> to the given age</li> <li>• a <b>superficial</b> account of the role and responsibilities of individuals involved; the information given has <b>little relevance</b> to the given age</li> <li>• <b>simplistic reasoning</b> for the importance of measuring and monitoring growth; the information given has <b>little relevance</b> to the given age.</li> </ul>	<p><b>Adequate</b> knowledge and understanding of growth and development relevant to the given age.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>some</b> expected milestones relevant to the area of development and age of child in the case study</li> <li>• a <b>partially detailed</b> account of how to measure the child's growth; the information given has <b>some relevance</b> to the given age</li> <li>• a <b>partially detailed</b> account of the role and responsibilities of individuals involved; the information given has <b>some relevance</b> to the given age</li> <li>• <b>partially developed reasoning</b> for the importance of measuring and monitoring growth with involved; the information given has <b>some relevance</b> to the given age.</li> </ul>	<p><b>Good</b> knowledge and understanding of growth and development relevant to the given age.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>most</b> expected milestones relevant to the area of development and age of child in the case study</li> <li>• a <b>mostly detailed</b> account of how to measure the child's growth; the information given is <b>mostly relevant</b> to the given age</li> <li>• a <b>mostly detailed</b> account of the role and responsibilities of individuals involved; the information given is <b>mostly relevant</b> to the given age</li> <li>• <b>mostly developed reasoning</b> for the importance of measuring and monitoring growth; the information given is <b>mostly relevant</b> to the given age.</li> </ul>	<p><b>Comprehensive</b> knowledge and understanding of growth and development relevant to the given age.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>all</b> expected milestones relevant to the area of development and age of child in the case study</li> <li>• a <b>fully detailed</b> account of how to measure the child's growth; the information given is <b>fully relevant</b> to the given age</li> <li>• a <b>fully detailed</b> account of the role and responsibilities of individuals involved; the information given is <b>fully relevant</b> to the given age</li> <li>• <b>well-developed reasoning</b> for the importance of measuring and monitoring growth; the information given is <b>fully relevant</b> to the given age.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 2: Children's development and factors affecting development</b>				
<b>Learning outcome A: Understand the principles of growth and development</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>few</b> expected milestones relevant to the areas of development and the age of child</li> <li>• a <b>few</b> next immediate milestones relevant to the areas of development and the age of child.</li> </ul> <p><b>Limited</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>simplistic reasoning</b> for the progression from one milestone to the next with <b>few accurate</b> links made between the relevant expected and next immediate milestones.</li> </ul>	<p><b>Adequate</b> knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>some</b> expected milestones relevant to the areas of development and the age of child</li> <li>• <b>some</b> next immediate milestones relevant to the areas of development and the age of child.</li> </ul> <p><b>Adequate</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>partially developed reasoning</b> for the progression from one milestone to the next with <b>partially accurate</b> links made between the relevant expected and next immediate milestones.</li> </ul>	<p><b>Good</b> knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>most</b> expected milestones relevant to the areas of development and the age of child</li> <li>• <b>most</b> next immediate milestones relevant to the areas of development and the age of child.</li> </ul> <p><b>Good</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>mostly developed reasoning</b> for the progression from one milestone to the next with <b>mostly accurate</b> links made between the relevant expected and next immediate milestones.</li> </ul>	<p><b>Comprehensive</b> knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>all</b> expected milestones relevant to the areas of development and the age of child</li> <li>• <b>all</b> next immediate milestones relevant to the areas of development and the age of child.</li> </ul> <p><b>Comprehensive</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>well-developed reasoning</b> for the progression from one milestone to the next with <b>fully accurate</b> links made between all the relevant expected and next immediate milestones.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 2: Children's development and factors affecting development</b>				
<b>Learning outcome B: Understand how factors impact on children's overall development</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>one</b> factor is accurately selected from the case study</li> <li>• a <b>superficial</b> account of how the factors could impact on the child's overall development, <b>with little clarity in the links</b> made between the factors and relevant areas of development.</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>two</b> factors are accurately selected from the case study</li> <li>• a <b>partially detailed</b> account of how the factors could impact on the child's overall development, <b>making partially clear links</b> between the factors and relevant areas of development.</li> </ul>	<p><b>Good</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>three</b> factors are accurately selected from the case study</li> <li>• a <b>mostly detailed</b> account of how the factors could impact on the child's overall development, <b>making mostly clear links</b> between the factors and relevant areas of development.</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>four</b> factors are accurately selected from the case study</li> <li>• a <b>fully detailed</b> account of how the factors could impact on the child's overall development, <b>making clear links</b> between the factors and relevant areas of development.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 2: Children's development and factors affecting development (continued)</b>				
<b>Learning outcome B: Understand how factors impact on children's overall development</b>				
No rewardable material	<p>A <b>limited</b> judgement of the impact and importance of the selected factors on the child's development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>simplistic argument</b> on which factor has the most influence on development that shows <b>little clarity in links</b> to the relative impacts of the factors and is supported by <b>little logical reasoning</b></li> <li>• a <b>simplistic argument</b> on which factor has the least influence on development that shows <b>little clarity in links</b> to the relative impacts of the factors and is supported by <b>little logical reasoning</b>.</li> </ul>	<p>An <b>adequate</b> judgement of the impact and importance of the selected factors on the child's development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>partially developed argument</b> on which factor has the most influence on development that shows <b>partially clear links</b> to the relative impacts of the factors and is supported by <b>partially logical reasoning</b></li> <li>• a <b>partially developed argument</b> on which factor has the least influence on development that shows <b>partially clear links</b> to the relative impacts of the factors and is supported by <b>partially logical reasoning</b>.</li> </ul>	<p>A <b>good</b> judgement of the impact and importance of the selected factors on the child's development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>mostly developed argument</b> on which factor has the most influence on development that shows <b>mostly clear links</b> to the relative impacts of the factors and is supported by <b>mostly logical reasoning</b></li> <li>• a <b>mostly developed argument</b> on which factor has the least influence on development that shows <b>mostly clear links</b> to the relative impacts of the factors and is supported by <b>mostly logical reasoning</b>.</li> </ul>	<p>A <b>comprehensive</b> judgement of the impact and importance of the selected factors on the child's development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>well-developed argument</b> on which factor has the most influence on development that shows <b>clear links</b> to the relative impacts of the factors and is supported by <b>logical reasoning</b></li> <li>• a <b>well-developed argument</b> on which factor has the least influence on development that shows <b>clear links</b> to the relative impacts of the factors and is supported by <b>logical reasoning</b>.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3: Children's development and factors affecting development</b>				
<b>Learning outcome A: Understand the principles of growth and development</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>few</b> expected milestones relevant to the areas of development and the age of child</li> <li>• a <b>few</b> next immediate milestones relevant to the areas of development and the age of child.</li> </ul> <p><b>Limited</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>simplistic reasoning</b> for the progression from one milestone to the next with <b>few accurate links</b> made between few of the relevant expected and next immediate milestones.</li> </ul>	<p><b>Adequate</b> knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>some</b> expected milestones relevant to the areas of development and the age of child</li> <li>• <b>some</b> next immediate milestones relevant to the areas of development and the age of child.</li> </ul> <p><b>Adequate</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>partially developed reasoning</b> for the progression from one milestone to the next with <b>partially accurate links</b> made between some of the relevant expected and next immediate milestones.</li> </ul>	<p><b>Good</b> knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>most</b> expected milestones relevant to the areas of development and the age of child</li> <li>• <b>most</b> next immediate milestones relevant to the areas of development and the age of child.</li> </ul> <p><b>Good</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>mostly developed reasoning</b> for the progression from one milestone to the next with <b>mostly accurate links</b> made between most of the relevant expected and next immediate milestones.</li> </ul>	<p><b>Comprehensive</b> knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>all</b> expected milestones relevant to the areas of development and the age of child</li> <li>• <b>all</b> next immediate milestones relevant to the areas of development and the age of child.</li> </ul> <p><b>Comprehensive</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>well-developed reasoning</b> for the progression from one milestone to the next with <b>fully accurate links</b> made between all the relevant expected and next immediate milestones.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3: Children's development and factors affecting development</b>				
<b>Learning outcome B: Understand how factors impact on children's overall development</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>one</b> factor is accurately selected from the case study</li> <li>• a <b>superficial</b> account of how the factors could impact on the child's overall development, <b>with little clarity in the links</b> made between the factors and relevant areas of development.</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>two</b> factors are accurately selected from the case study</li> <li>• a <b>partially detailed</b> account of how the factors could impact on the child's overall development, <b>making partially clear links</b> between the factors and relevant areas of development.</li> </ul>	<p><b>Good</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>three</b> factors are accurately selected from the case study</li> <li>• a <b>mostly detailed</b> account of how the factors could impact on the child's overall development, <b>making mostly clear links</b> between the factors and relevant areas of development.</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding of the two given areas of development. Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>four</b> factors are accurately selected from the case study</li> <li>• a <b>fully detailed</b> account of how the factors could impact on the child's overall development, <b>making clear links</b> between the factors and relevant areas of development.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3: Children's development and factors affecting development (continued)</b>				
<b>Learning outcome B: Understand how factors impact on children's overall development</b>				
No rewardable material	<p>A <b>limited</b> judgement of the impact and importance of the selected factors on the child's development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>simplistic argument</b> on which factor has the most influence on development that shows <b>little clarity in links</b> to the relative impacts of the factors and is supported by <b>little logical reasoning</b></li> <li>• a <b>simplistic argument</b> on which factor has the least influence on development that shows <b>little clarity in links</b> to the relative impacts of the factors and is supported by <b>little logical reasoning</b>.</li> </ul>	<p>An <b>adequate</b> judgement of the impact and importance of the selected factors on the child's development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>partially developed argument</b> on which factor has the most influence on development that shows <b>partially clear links</b> to the relative impacts of the factors and is supported by <b>partially logical reasoning</b></li> <li>• a <b>partially developed argument</b> on which factor has the least influence on development that shows <b>partially clear links</b> to the relative impacts of the factors and is supported by <b>partially logical reasoning</b>.</li> </ul>	<p>A <b>good</b> judgement of the impact and importance of the selected factors on the child's development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>mostly developed argument</b> on which factor has the most influence on development that shows <b>mostly clear links</b> to the relative impacts of the factors and is supported by <b>mostly logical reasoning</b></li> <li>• a <b>mostly developed argument</b> on which factor has the least influence on development that shows <b>mostly clear links</b> to the relative impacts of the factors and is supported by <b>mostly logical reasoning</b>.</li> </ul>	<p>A <b>comprehensive</b> judgement of the impact and importance of the selected factors on the child's development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>well-developed argument</b> on which factor has the most influence on development that shows <b>clear links</b> to the relative impacts of the factors and is supported by <b>logical reasoning</b></li> <li>• a <b>well-developed argument</b> on which factor has the least influence on development that shows <b>clear links</b> to the relative impacts of the factors and is supported by <b>logical reasoning</b>.</li> </ul>

## Marking grid – Component 2

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 1: Stages and types of play</b>				
<b>Learning outcome A: Understand how children play</b>				
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	<p><b>Limited</b> knowledge and understanding of stages and types of children's play.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of the stages of children's play which <b>has little relevance</b> to the given age</li> <li>a <b>superficial</b> account of the selected play experiences which <b>has little relevance</b> to the stated type/s of play</li> <li><b>simplistic</b> reasons why selected play experiences are appropriate with <b>little accuracy in the links</b> to the given age and stage of development.</li> </ul>	<p><b>Adequate</b> knowledge and understanding of stages and types of children's play.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of the stages of children's play which is <b>partially relevant</b> to the given age</li> <li>a <b>partially detailed</b> account of the selected play experiences which are <b>partially relevant</b> to the stated type/s of play</li> <li><b>partially developed</b> reasons why selected play experiences are appropriate with <b>partially accurate links</b> to the given age and stage of development.</li> </ul>	<p><b>Good</b> knowledge and understanding of stages and types of children's play.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of the stages of children's play which is <b>mostly relevant</b> to the given age</li> <li>a <b>mostly detailed</b> account of the selected play experiences which are <b>mostly relevant</b> to the stated type/s of play</li> <li><b>mostly developed</b> reasons why selected play experiences are appropriate with <b>mostly accurate links</b> to the given age and stage of development.</li> </ul>	<p><b>Comprehensive</b> knowledge and understanding of stages and types of children's play.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of the stages of children's play which is <b>fully relevant</b> to the given age</li> <li>a <b>fully detailed</b> account of the selected play experiences which are <b>fully relevant</b> to the stated type/s of play</li> <li><b>well-developed</b> reasons why selected play experiences are appropriate with <b>fully accurate links</b> to the given age and stage of development.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 2: Planning a play activity for a single child (Activity 1, parts 1-6)</b>				
<b>Learning outcome B: Understand how children's learning can be supported through play</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>superficial</b> learning outcomes that include only <b>vague</b> information on what the child will learn. Outcomes <b>have little relevance</b> to the given age of the child</li> <li>• a <b>superficial</b> account of the resources needed to support the activity in the given environment. Resources <b>have little relevance</b> to the given age of the child</li> <li>• a <b>superficial</b> description of activity that includes <b>few details</b> of preparation, health and safety implementation and tidying away of the activity.</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>partially detailed</b> learning outcomes that include <b>partially clear</b> information on what the child will learn. Outcomes are <b>partially relevant</b> to the given age of the child</li> <li>• a <b>partially detailed</b> account of the resources needed to support the activity in the given environment. Resources are <b>partially relevant</b> to the given age of the child</li> <li>• a <b>partially detailed</b> description of the activity that includes <b>some details</b> of preparation, health and safety, implementation and tidying away of the activity.</li> </ul>	<p><b>Good</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>mostly detailed</b> learning outcomes that include <b>mostly clear</b> information on what the child will learn. Outcomes are <b>mostly relevant</b> to the given age of the child</li> <li>• a <b>mostly detailed</b> account of the resources needed to support the activity in the given environment. Resources are <b>mostly relevant</b> to the given age of the child</li> <li>• a <b>mostly detailed</b> description of activity that includes <b>most details</b> of preparation, health and safety implementation and tidying away of the activity.</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>fully detailed</b> learning outcomes that include <b>clear</b> information on what the child will learn. Outcomes are <b>fully relevant</b> to the given age of the child</li> <li>• a <b>fully detailed</b> account of the resources needed to support the activity in the given environment. Resources are <b>fully relevant</b> to the given age of the child</li> <li>• a <b>fully detailed</b> description of activity that includes <b>details</b> of preparation, health and safety, implementation and tidying away of the activity.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 2: Planning a Play Activity for a Single Child (Activity 1, parts 7-10)</b>				
<b>Learning outcome B: Understand how children's learning can be supported through play</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>superficial</b> account of how the activity will support the child's overall development in the specified area</li> <li>• a <b>superficial</b> account of what the adult will do in the activity and how the adult's actions support the child's development.</li> </ul> <p><b>Limited</b> judgement of how the activity promotes learning and development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>simplicistic</b> justification of the choice of activity</li> <li>• a <b>narrow range</b> of relevant benefits and disadvantages of how the play is organised in this activity.</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>partially detailed</b> account of how the activity will support the child's overall development in the specified area</li> <li>• a <b>partially detailed</b> account of what the adult will do in the activity and how the adult's actions support the child's development.</li> </ul> <p><b>Adequate</b> judgement of how the activity promotes learning and development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>partially developed</b> justification of the choice of activity</li> <li>• a <b>reasonable range</b> of relevant benefits and disadvantages of how the play is organised in this activity.</li> </ul>	<p><b>Good</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>mostly detailed</b> account of how the activity will support the child's overall development in the specified area</li> <li>• a <b>mostly detailed</b> account of what the adult will do in the activity and how the adult's actions support the child's development.</li> </ul> <p><b>Good</b> judgement of how the activity promotes learning and development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>mostly developed</b> justification of the choice of activity</li> <li>• a <b>range</b> of relevant benefits and disadvantages of how the play is organised in this activity.</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>fully detailed</b> account of how the activity will support the child's overall development in the specified area</li> <li>• a <b>fully detailed</b> account of what the adult will do in the activity and how the adult's actions support the child's development.</li> </ul> <p><b>Comprehensive</b> judgement of how the activity promotes learning and development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>well-developed</b> justification of the choice of activity</li> <li>• a <b>wide range</b> of relevant benefits and disadvantages of how the play is organised in this activity.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3: Planning a play activity for a group of children (Activity 2, parts 1–6)</b>				
<b>Learning outcome B: Understand how children's learning can be supported through play</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>superficial</b> learning outcomes that include only <b>vague</b> information on what the children will learn. Outcomes <b>have little relevance</b> to the given age of the children</li> <li>• a <b>superficial</b> account of the resources needed to support the activity in the given environment. Resources <b>have little relevance</b> to the given age of the children</li> <li>• a <b>superficial</b> description of activity that includes <b>few details</b> of preparation, health and safety implementation and tidying away of the activity and which does <b>not follow a logical order</b>.</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>partially detailed</b> learning outcomes that include <b>partially clear</b> information on what the children will learn. Outcomes are <b>partially relevant</b> to the given age of the children</li> <li>• a <b>partially detailed</b> account of the resources needed to support the activity in the given environment. Resources are <b>partially relevant</b> to the given age of the children</li> <li>• a <b>partially detailed</b> description of the activity that includes <b>some details</b> of preparation, health and safety, implementation and tidying away of the activity and <b>some aspects are in a logical order</b>.</li> </ul>	<p><b>Good</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>mostly detailed</b> learning outcomes that include <b>mostly clear</b> information on what the children will learn. Outcomes are <b>mostly relevant</b> to the given age of the children</li> <li>• a <b>mostly detailed</b> account of the resources needed to support the activity in the given environment. Resources are <b>mostly relevant</b> to the given age of the children</li> <li>• a <b>mostly detailed</b> description of activity that includes <b>most details</b> of preparation, health and safety implementation and tidying away of the activity and which follows a <b>mostly logical order</b>.</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• <b>fully detailed</b> learning outcomes that include <b>clear</b> information on what the children will learn. Outcomes are <b>fully relevant</b> to the given age of the children</li> <li>• a <b>fully detailed</b> account of the resources needed to support the activity in the given environment. Resources are <b>fully relevant</b> to the given age of the children</li> <li>• a <b>fully detailed</b> description of activity that includes <b>details</b> of preparation, health and safety, implementation and tidying away of the activity and which follows a <b>fully logical order</b>.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3: Planning a play activity for a group of children (Activity 2, parts 7–10)</b>				
<b>Learning outcome B: Understand how children's learning can be supported through play</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>superficial</b> account of how the activity will support the children's development in the specified area</li> <li>• a <b>superficial</b> account of what the adult will do in the activity and how the adult's actions will support the children's development.</li> </ul>	<p><b>Adequate</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>partially detailed</b> account of how the activity will support the children's development in the specified area</li> <li>• a <b>partially detailed</b> account of what the adult will do in the activity and how the adult's actions will support the children's development.</li> </ul>	<p><b>Good</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>mostly detailed</b> account of how the activity will support the children's development in the specified area</li> <li>• a <b>mostly detailed</b> account of what the adult will do in the activity and how the adult's actions will support the children's development.</li> </ul>	<p><b>Comprehensive</b> application of knowledge and understanding to selecting and planning the activity.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>fully detailed</b> account of how the activity will support the children's development in the specified area</li> <li>• a <b>fully detailed</b> account of what the adult will do in the activity and how the adult's actions will support the children's development.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 3: Planning a play activity for a group of children (Activity 2) continued</b>				
<b>Learning outcome B: Understand how children's learning can be supported through play</b>				
No rewardable material	<p><b>Limited</b> judgement of how the activity promotes learning and development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>simplicistic</b> justification of the choice of activity supported by <b>little logical reasoning</b></li> <li>• a <b>narrow range</b> of relevant benefits and disadvantages of how the play is organised in this activity.</li> </ul>	<p><b>Adequate</b> judgement of how the activity promotes learning and development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>partially developed</b> justification of the choice of activity supported by <b>partially logical reasoning</b></li> <li>• a <b>reasonable range</b> of relevant benefits and disadvantages of how the play is organised in this activity.</li> </ul>	<p><b>Good</b> judgement of how the activity promotes learning and development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>mostly developed</b> justification of the choice of activity supported by <b>mostly logical reasoning</b></li> <li>• a <b>range</b> of relevant benefits and disadvantages of how the play is organised in this activity.</li> </ul>	<p><b>Comprehensive</b> judgement of how the activity promotes learning and development.</p> <p>Evidenced through:</p> <ul style="list-style-type: none"> <li>• a <b>well-developed</b> justification of the choice of activity supported by <b>logical reasoning</b></li> <li>• a <b>wide range</b> of relevant benefits and disadvantages of how the play is organised in this activity.</li> </ul>