



Mark Scheme

Sample Assessment Material

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

Component 3 – Supporting Children to
Play, Learn and Develop

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General Marking Guidance

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

Section A

Question Number	Answer	Additional Guidance	Mark
1	Award one mark for a correct answer. <ul style="list-style-type: none">• Climbing frame• Balancing activity• Cutting with scissors• Working with tools	Accept any other appropriate response	1

Question Number	Answer	Additional Guidance	Mark
2	Award one mark for a correct answer. <ul style="list-style-type: none">• Difficulties communicating preferences / choices• Play with other children may be limited• Difficulty making friends• May not be able to ask questions in class• The child may feel worthless / have lower self-esteem	Accept any other answer related to delay in communication/language	1

Question Number	Answer	Additional Guidance	Mark
3	A – Unable to grasp a pencil C – Unable to pick up raisins		2

Question Number	Answer	Additional Guidance	Mark															
4	<p style="text-align: center;">Award one mark for a correct answer in each box, up to a total of four marks.</p> <table border="1" data-bbox="371 363 1487 1326"> <thead> <tr> <th data-bbox="371 363 741 499">Area of development</th> <th data-bbox="741 363 1079 499">Toy/equipment to promote area of development</th> <th data-bbox="1079 363 1487 499">Reason for choice</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 499 741 775">Physical</td> <td data-bbox="741 499 1079 775">Ball and basketball net</td> <td data-bbox="1079 499 1487 775"> <ul style="list-style-type: none"> • It will promote his (1) throwing skills • It will promote his coordination • He can develop awareness of strength </td> </tr> <tr> <td data-bbox="371 775 741 1011">Cognitive/Intellectual</td> <td data-bbox="741 775 1079 1011">Information books about animals</td> <td data-bbox="1079 775 1487 1011"> <ul style="list-style-type: none"> • Increase knowledge (1) about animals • Encourage literacy skills • Improve concentration span </td> </tr> <tr> <td data-bbox="371 1011 741 1168">Communication and Language</td> <td data-bbox="741 1011 1079 1168"> <ul style="list-style-type: none"> • Sound bingo (1) • IT programme • Snap phonic cards </td> <td data-bbox="1079 1011 1487 1168">To promote learning letter sounds</td> </tr> <tr> <td data-bbox="371 1168 741 1326">Emotional and Social</td> <td data-bbox="741 1168 1079 1326"> <ul style="list-style-type: none"> • Role-play area (1) • Board games • Football team game </td> <td data-bbox="1079 1168 1487 1326">To encourage interaction with other children</td> </tr> </tbody> </table>	Area of development	Toy/equipment to promote area of development	Reason for choice	Physical	Ball and basketball net	<ul style="list-style-type: none"> • It will promote his (1) throwing skills • It will promote his coordination • He can develop awareness of strength 	Cognitive/Intellectual	Information books about animals	<ul style="list-style-type: none"> • Increase knowledge (1) about animals • Encourage literacy skills • Improve concentration span 	Communication and Language	<ul style="list-style-type: none"> • Sound bingo (1) • IT programme • Snap phonic cards 	To promote learning letter sounds	Emotional and Social	<ul style="list-style-type: none"> • Role-play area (1) • Board games • Football team game 	To encourage interaction with other children	<p>Accept any other age appropriate response</p> <p>Only one mark for each box</p>	4
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Question Number	Answer	Additional Guidance	Mark
5	A – Put blocks on in-app spending E – Parental controls to stop sharing of personal information		2

Question Number	Answer	Additional Guidance	Mark
6	<p>Award one mark for a correct statement and one further mark for a linked justification, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The child may become confused/show unwanted behaviour (1) because they are experiencing emotions they haven't felt before (1) • The child may be withdrawn (1) as they are feeling sad/upset (1) • The child may want to talk about their grandparent (1) as they miss them (1) • The child may show toys dying in their role play (1) to re-enact their experience (1) 	<p>A maximum of two correct statements, for further marks there must be development/justification of the original statement</p> <p>Accept any other age appropriate response</p>	4

Question Number	Answer	Additional Guidance	Mark
7	<p>Award one mark for a correct answer:</p> <ul style="list-style-type: none"> • Spare clothes • A first aid kit • Some snacks • Mobile phone • Sun protection cream 	Accept any other age appropriate response	1

Question Number	Answer	Additional Guidance	Mark
8	<p>Award one mark for a correct answer, up to a maximum of two marks</p> <ul style="list-style-type: none"> • Use larger bricks • Count a lower number of bricks • Adult can count the bricks with the child • Make it into a game, such as build a tower and count the bricks 	Accept any other appropriate response	2

Section B

Question Number	Answer	Additional Guidance	Mark
9	<p>Award one mark for a correct answer:</p> <ul style="list-style-type: none">• Because it may have become damaged• To see if any parts are missing• To make sure it has been set up correctly• To check the weather hasn't made it unsafe/if rain has made it slippery• It may have animal/bird faeces on it	Accept any other appropriate response	1

Question Number	Answer	Additional Guidance	Mark
10a	<p>19 months old – Shape sorter</p> <p>Four years old – Threading small beads</p>		2

Question Number	Answer	Additional Guidance	Mark
10b	<p>Award one mark for a correct statement and one further mark for a linked justification, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • It promotes independence (1) so children will be able to dress themselves/feed themselves/undertake their own personal care (1) • It helps children to hold a pencil/crayon (1) so they can develop writing skills (1) • Children become more confident in using tools (1) so they can take part in art/craft activities (1) 	<p>Accept any other age appropriate response</p> <p>Where an answer contains an oblique, this is to indicate an alternative response. Only one should be credited</p>	4

Question Number	Answer	Additional Guidance	Mark
11	<p>Award one mark for a correct statement and one further mark for a linked justification, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Adults need to behave in the right way/show positive behaviour (1) then children will copy adults' actions (1) • If adults respond positively to a situation (1) then children can see how to react appropriately to this situation (1) • If adults use equipment safely (1) then children will do the same (1) • The adult can demonstrate positive/wanted behaviour (1) then it can reduce how often children show unwanted behaviour (1) • If adults are polite and show respect to others (1) then children will learn to value other people (1) 	<p>Accept any other appropriate response</p> <p>Where an answer contains an oblique, this is to indicate an alternative response. Only one should be credited</p>	4

Question Number	Answer	Additional Guidance	Mark
12a	<p>Award one mark for a correct answer, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Marley may not know how to play cooperatively with other children • Marley may only do solitary play/parallel play • Marley may refuse to join in activities with others/isolate herself • Marley may not know how to express her feelings through play • Marley may have poor awareness of social norms/values • Marley may have disruptive behaviour and so not play appropriately with resources/ may be isolated by other children 	Accept any other age appropriate answer	2

Question Number	Answer	Additional Guidance	Mark
12b	<p>Award one mark for a correct statement and one further mark for a linked justification, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Role play (1) would provide opportunities for Marley to act out social situations (1) • Puppets (1) would give Marley the chance to express her emotions (1) • Circle time (1) could provide opportunities to learn how to manage feelings (1) • Craft activities/painting (1) would enable Marley to express herself in a different way/work alongside others (1) • Team games/board games (1) would enable Marley to learn to cooperate with other children (1) 	<p>A maximum of two correct statements, for further marks there must be development/justification of the original statement</p> <p>Accept any other age appropriate answer</p>	4

Question Number	Answer	Additional Guidance	Mark
12c	<p>Award one mark for a correct answer, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Praise her when she does something right • Reward her with a sticker/certificates/activity of her choice when she does something right • Tell her parents so they can praise her as well • Put her name up with a smiley face when she does something right • Use positive facial expressions/body language/non-verbal communication to show they are pleased with her 	Accept any other age appropriate answer	2

Question Number	Answer	Additional Guidance	Mark												
13	<p>Award one mark for each action Anya could take and one additional mark for a linked justification, up to a maximum of six marks.</p> <table border="1" data-bbox="376 384 1682 1318"> <thead> <tr> <th data-bbox="376 384 551 456">Activity</th> <th data-bbox="551 384 779 456">Observation</th> <th data-bbox="779 384 1682 456">Support for child</th> </tr> </thead> <tbody> <tr> <td data-bbox="376 456 551 667">Trains and railway track on the floor</td> <td data-bbox="551 456 779 667">A child with a leg in a cast is watching the other children play</td> <td data-bbox="779 456 1682 667"> <ul style="list-style-type: none"> • Put the trains and track onto a table (1) so the child can join in (1) • Help the child get down onto the floor (1) so they can sit and play (1) </td> </tr> <tr> <td data-bbox="376 667 551 995">Playdough</td> <td data-bbox="551 667 779 995">A child rolling the same piece of playdough over and over again</td> <td data-bbox="779 667 1682 995"> <ul style="list-style-type: none"> • Give the child some rollers and cutters (1) so the child can do different activities with the playdough (1) • Sit with the child and talk about/demonstrate how they could use the playdough (1) to encourage them to make different shapes with the playdough (1) • Give the child other resources such as toy plates and knives (1) so they can use the playdough in role play (1) </td> </tr> <tr> <td data-bbox="376 995 551 1318">Reading books</td> <td data-bbox="551 995 779 1318">A child with English as an Additional Language looking at the front covers but not turning the pages</td> <td data-bbox="779 995 1682 1318"> <ul style="list-style-type: none"> • Read a book to the child (1) so they can see the pictures and hear the words (1) • Find books with interesting pictures (1) to engage their interest/so they can understand the story from the pictures (1) • Give the child sound-books (1) so they can interact with the story (1) </td> </tr> </tbody> </table>	Activity	Observation	Support for child	Trains and railway track on the floor	A child with a leg in a cast is watching the other children play	<ul style="list-style-type: none"> • Put the trains and track onto a table (1) so the child can join in (1) • Help the child get down onto the floor (1) so they can sit and play (1) 	Playdough	A child rolling the same piece of playdough over and over again	<ul style="list-style-type: none"> • Give the child some rollers and cutters (1) so the child can do different activities with the playdough (1) • Sit with the child and talk about/demonstrate how they could use the playdough (1) to encourage them to make different shapes with the playdough (1) • Give the child other resources such as toy plates and knives (1) so they can use the playdough in role play (1) 	Reading books	A child with English as an Additional Language looking at the front covers but not turning the pages	<ul style="list-style-type: none"> • Read a book to the child (1) so they can see the pictures and hear the words (1) • Find books with interesting pictures (1) to engage their interest/so they can understand the story from the pictures (1) • Give the child sound-books (1) so they can interact with the story (1) 	<p>A maximum of two correct statements, for further marks there must be development/justification of the original statement</p> <p>Accept any other appropriate response</p>	6
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Section C

Question Number	Answer	Additional Guidance	Mark
14a	<p>Award one mark for a correct statement and one further mark for a linked justification, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • They could provide a range of activities (1) so children can choose what they would like to do (1) • They could provide a range of snacks/drinks (1) children could choose what they want/when they want to drink/eat (1) • The staff could put resources at the children’s height/could label resources (1) so the children can choose independently (1) • At story time (1) they could offer a choice of books to read (1) • At song time (1) the children could choose the songs (1) 	<p>A maximum of two correct statements, for further marks there must be development/ justification of the original statement</p> <p>Accept any other appropriate response</p>	2

Question Number	Answer	Additional Guidance	Mark
14b	<p>Award one mark for a correct statement and one further mark for a linked justification, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Children can become more independent (1) which boosts their self-esteem (1) • Children will play for longer at activities they choose themselves (1) which promotes concentration/learning/cognitive development (1) • Children need to learn how to make safe choices (1) so it can promote positive risk-taking (1) • Children can choose the same resources as often as they like (1) so they can practise learning different skills (1) • Children can choose the same activities as their friends (1) which can promote cooperative play/social development (1) • It makes them more confident (1) to make other choices in the future (1) 	<p>A maximum of two correct statements, for further marks there must be development/justification of the original statement</p> <p>Accept any other appropriate response</p>	4

Question Number	Answer	Additional Guidance	Mark
15a	<p>Award one mark for a correct answer, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Moving to reception/primary school from nursery • Moving house • Birth of a sibling • Change in family structure • Death of a significant family member 	Accept any other age appropriate response	2

Question Number	Answer	Additional Guidance	Mark
15b	<p>Award one mark for a correct statement and one further mark for a linked justification, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Olga could sit with Sasha (1) to encourage her to play with toys (1) • Olga could give her a limited choice of toys (1) so Sasha does not feel overwhelmed (1) • Olga could spend time with Sasha (1) to make her feel more secure (1) • Olga could set out activities that Sasha is interested in/could ask parents what she likes to play with (1) so she is more likely to play with them (1) • Olga could play alongside Sasha (1) to promote parallel play (1) 	<p>A maximum of two correct statements, for further marks there must be development/justification of the original statement</p> <p>Accept any other age appropriate response</p>	4

Question Number	Answer	Additional Guidance	Mark												
15c	<p>Answers need to be credited using the levels and indicative content to judge the learner's knowledge, application and assessment.</p> <table border="1" data-bbox="383 459 1529 1319"> <thead> <tr> <th data-bbox="383 459 495 529">Level</th> <th data-bbox="495 459 607 529">Mark</th> <th data-bbox="607 459 1529 529"></th> </tr> </thead> <tbody> <tr> <td data-bbox="383 529 495 608"></td> <td data-bbox="495 529 607 608">0</td> <td data-bbox="607 529 1529 608">No rewardable material</td> </tr> <tr> <td data-bbox="383 608 495 927">1</td> <td data-bbox="495 608 607 927">1-2</td> <td data-bbox="607 608 1529 927"> <ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding, there may 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. </td> </tr> <tr> <td data-bbox="383 927 495 1319">2</td> <td data-bbox="495 927 607 1319">3-4</td> <td data-bbox="607 927 1529 1319"> <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. </td> </tr> </tbody> </table>	Level	Mark			0	No rewardable material	1	1-2	<ul style="list-style-type: none"> • Demonstrates isolated knowledge and understanding, there may 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. 	2	3-4	<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. 	<p>Use the levels to judge which mark should be awarded</p> <p>Answers may cover some/all of the indicative content but learners should be rewarded for other relevant answers</p> <p>This is a 'best fit' approach to marking</p> <p>Answers can relate to a Post Office, however the question asks about role play in general and this should be the focus of the responses</p>	6
Level	Mark														
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3	5-6	<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.
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The indicative content that follows is not prescriptive; answers may cover some or all of the indicative content. Learners should be rewarded for other relevant answers.

Indicative content

Physical development

- Fine motor skills will be promoted through using equipment
- Hand/eye coordination can be practised
- Dressing-up clothes will help them to manage fastenings
- Gross motor skills may be developed if they deliver letters

Cognitive and intellectual development

- A Post Office would promote literacy skills/writing/reading names
- Role play promotes an understanding of the world around them
- Counting can be promoted in role-play situations/Post Office
- Role play can develop children’s imagination
- Children can learn about and take on different roles

Social and emotional development

- Role play can build confidence in participating with other children
- Children can focus on the activity without feeling overwhelmed
- It can help friendships to form
- It is easier for children to get to know others if there are only a few in a group
- It can encourage sharing and turn-taking
- Role play can help children to express feelings
- Role play can support the children to work together

Communication and language development

- In role play children can develop new vocabulary
- Children can develop confidence in speaking and listening
- Children can learn how to communicate through writing
- Children can learn how to spell their name when they write it on a letter
- Children interact with each other in role-play situations

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



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