Mark Scheme (Results)

Pearson BTEC Technical Diploma in Children's Play, Learning and Development

Unit 2: Child Development from Birth up to Five Years (21221K)

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Unit 2: Child Development from Birth up to Five Years

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.

- Mark 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 mark grid, not according to their perception of where the grade boundaries may lie.

- All marks on the mark grid should be used appropriately.

- All the marks on the mark 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 mark grid.

- Where judgement is required, a mark grid will provide the principles by which marks will be awarded.

- When examiners are in doubt regarding the application of the mark grid to a learner's response, a senior examiner should be consulted.

Specific marking guidance

The mark grids have been designed to assess learners' work holistically.

Rows in the grids identify the assessment focus/outcome being targeted. When using a mark 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.

Activity 1a and b

Assessment focus	Band 0	Band 1	Band 2	Band 3
Assessment against expected milestones (same grid will be used to mark each area of development identified)	0	1-2	3-4	5-6
	No rewardable material.	• Identifies milestones with limited relevance to the area of development • Identifies stages of development with limited relevance to milestones • A conclusion which is supported by limited comparisons of expected milestones against the actual stage of development	• Identifies some milestones with relevance to the area of development • Identifies some stages of development relevant to milestones • A conclusion which is supported by some comparisons of expected milestones against the actual stage of development	• Identifies all milestones relevant to the area of development • Identifies all current stages of development relevant to milestones • A conclusion which is fully supported by comparisons of expected milestones against the actual stage of development

Activity 2

Assessment focus	Band 0	Band 1	Band 2	Band 3	Band 4
		1-3	4-7	8-11	12-14
Factors analysis	No rewardable material.	• Identifies factors with limited relevance to the child in scenario. • Contains limited lines of reasoning with limited reference to stimulus • Limited response focussing on one area of development	• Identifies factors that are mostly relevant to the child in scenario but will contain lapses. • Contains lines of reasoning demonstrating understanding of stimulus with some lapses • Response relates to both areas of development with a greater emphasis given to one area.	• Identifies factors that are relevant to the child in scenario but may contain occasional lapses. • Contains lines of reasoning demonstrating understanding of stimulus with occasional lapses • Response relates to both areas of development with a slight emphasis given to one area.	• Identifies factors that are entirely relevant to the child in scenario. • Contains detailed lines of reasoning demonstrating in-depth understanding of stimulus • Balanced response across both areas of development.

Activity 3

Assessment focus	Sub task	Band 0			
Activity Planning		0	1-3	4-6	7-8
	Planning (i-viii)	No rewardable material.	• Activity plan is incomplete. Details are likely to be missing. • Activity plan lacks appropriateness for scenario, lacks clarity and unlikely to be operational. • Activity plan lacks coherence; demonstrates a limited understanding of the relationship between the different parts of the plan.	• The activity plan is complete but lacks detail. • Activity plan is generally appropriate for scenario, some aspects lack clarity and could be operational but may need adjustments. • Presents a mostly coherent activity plan; demonstrates some understanding of the relationship between the different parts of the plan.	• A detailed activity plan with all areas completed. • Activity plan is appropriate for scenario, clear and operational. • Presents an entirely coherent activity plan; demonstrates detailed understanding of the relationship between the different parts of the plan.

Activity Planning	Sub Task	0	1-4	5-8	9-12	13-16

	Justification (ix-xii)	No rewardable material.	• Justification for proposed activity plan is attempted but not always relevant to scenario.
			• Limited evaluation of plan which:
			  o fails to identify appropriate limitations of activity
			  o Contains recommendations for future planning that are unlikely to be appropriate.
				• Justification for proposed activity plan are often present and generally relevant to scenario.
				• Limited evaluation of plan which:
				  o identifies some limitations of activity and/or are unrealistic in places
				  o Contains some relevant recommendations for future planning.
					• Justification for proposed activity plan are present and relevant to scenario.
					• Evaluation of plan which:
					  o Describes mostly realistic limitations of the activity
					  o Contains relevant recommendations for future planning.
						• Justification for proposed activity plan shows relevance to scenario.
						• Thorough evaluation of plan which:
						  o Describes the realistic limitations of the activity and may offer solutions
						  o Contains entirely relevant recommendations for future planning and links to wider context.

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