

# Examiners' Report/ Lead Examiner Feedback

January 2014

NQF BTEC Level 3 National in  
Children's Play, Learning and  
Development

Unit 1: Child Development (20780E)

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## **Introduction**

This report has been written by the lead examiner for the BTEC Child Development unit. It is designed to help you understand how learners performed overall in the exam. For each question, there is a brief analysis of learner responses. You will also find Level 3 Pass and Distinction learner responses. We hope this will help you to prepare your learners for future examination series.

## Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Grade	Unclassified	Level 3		
		Pass	Merit	Distinction
Boundary Mark	0	34	45	56

## **General Comments on Exam**

This was the second window for the external assessment to be sat for the Level 3 CPLD qualification. The observations made will provide centres with additional guidance and insight for the future delivery of the programme, and in particular, Unit 1.

It is pleasing to report that many centres have taken on board the comments in the Lead Examiner Report from last series, and have made use of other available support material such as the sample distinction grade paper.

On the whole, learners who sat the January 2014 paper responded well to the case study in section 1 and were able to extract relevant information to address the question. However, as in the previous series, this was seen to be more successful where there was no requirement for theories to be addressed.

Some centres are to be highly commended for full coverage of the specification which enabled their learners to access all aspects of the paper. It is important to note, that in section 1 all questions relate to the case study and therefore all responses by learners should also be applied.

Centres may wish to note the following observations which relate to each item and which should be used as guidance in future series.

**Question 1**

**Targeted Specification Area: Learning Aim A**

Most learners were able to identify two physical differences between the twins correctly to gain the maximum two marks for the question.

Pass example:

1 Identify **two** physical differences between Jessie and Tammy.

1 Tammy completes work quickly and is good at problem solving

2 Jessie is very active and loves to participate in sports

(Total for Question 1 = 2 marks) **1**

Distinction example:

1 Identify **two** physical differences between Jessie and Tammy.

1 Tammy weighed 6.2 pounds when she was born and Jessie weighed 4.4 pounds when she was born

2 Tammy is overweight whereas Jessie is very active and sporty

(Total for Question 1 = 2 marks) **2**

## Question 2

### Targeted Specification Area: Learning Aim A

The question was well answered overall. The question command verb was describe with learners gaining two marks for choosing two relevant factors from the case study and another two marks for providing a brief description of how the factors influenced social development. Most of the responses were positive although some well thought through responses describing how the factor negatively affected socialisation were also noted and credited.

Pass example:

2 Describe **two** factors that may influence Jessie's social development.

2 Q02

1 Having children round her farm to partake in activities such as role play can help to develop her basic social skills. By planning, talking to classmates can help a lot.

2 Only knowing few words when reading could mean that she has a language delay. This could mean she has trouble communicating with other children because of her low vocabulary.

Distinction example:

2 Describe **two** factors that may influence Jessie's social development.

4 Q02

1 one factor that may influence Jessie's social development could be her environment as she prefers to be outside and have adventures with other people in games or role play which will develop her socially.

2 another factor which may influence Jessie's social development could be her ballet classes as she is having to communicate with other children to complete dances expertly and to a high standard.

Question 3

Targeted Specification Area: Learning Aim A

Learners were required to identify two factors from the case study which indicated that fine motor skills were developing normally for a seven year old. Whilst it was apparent that most learners could distinguish between fine and gross motor skills, it was not always the case that they could relate the responses to the age of the subject and as a consequence some marks were lost.

Pass example:

3 Identify **two** factors that indicate that Tammy's fine motor skills are developing normally for a seven year old. 1 Q03

1 She can hold a pencil properly and has learned to form numbers

2 Tammy completes <sup>work</sup> the quickly and so is good at problem solving and number sequences.

Distinction example:

3 Identify **two** factors that indicate that Tammy's fine motor skills are developing normally for a seven year old. 2 Q03

1 She is able to hold a pencil properly.

2 She is able to copy triangles and circles.



## Question 4

4a

<b>Targeted Specification Area: Learning Aim A</b>
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Responses required are indicative and age related. Most learners demonstrated understanding of cognitive development and as a consequence provided two correct examples, which indicated that they understood the different types of development and could apply their knowledge. On the whole, the short questions were answered well, with strong evidence that learners were using the case study to apply their knowledge to provide appropriate responses to the questions.

Pass example:

- 4 (a) Identify **two** examples that show Jessie's cognitive development is **not** meeting the norm for her age.

(2) 1 Q04a

1 She doesn't understand place value for numbers.

2 She finds numeracy hard and is lower than Tommy.

Distinction example:

- 4 (a) Identify **two** examples that show Jessie's cognitive development is **not** meeting the norm for her age.

(2) 2 Q04a

1 having difficulty adding up numbers

2 only knows a few words by sight when she is reading

4b

Targeted Specification Area: Learning Aim B

This is the first question on the paper which demands the application of theoretical knowledge. The question was completed well with a good number of learners demonstrating understanding of Vygotsky's theory. A significant number of learners attempted to provide too much information and as a consequence spent too much time answering a 4 mark question. It is most important that centres ensure that their learners understand the format of the exam paper and that the number after each question as well as the number of lines provided is an indication of the maximum number of marks that they can be awarded for their response to the question.

Pass example:

(b) Explain how Vygotsky's approach to the development of children's reasoning has been used to support Jessie's cognitive development.

(4) 2 Q04b

Vygotsky's Zone of Proximal Development has been put into practise as Vygotsky stated that for a child to develop and learn effectively then their practitioners need to push the child beyond their current 'comfort zone' (level). This exactly what Jessie's teacher has done by putting Jessie onto a table of her peers which are at a higher level. Skinner's positive reinforcement theory also come into play here as the teacher was positively reinforcing Jessie's hard work with a smiley face sticker chart.

(Total for Question 4 = 6 marks)

Distinction example:

(b) Explain how Vygotsky's approach to the development of children's reasoning has been used to support Jessie's cognitive development.

(4) 4 Q04b

Vygotsky's theory is The Zone of proximal development, this is what a child can do alone and when they begin to need help from someone else. His theory has been used to support Jessie's cognitive development because the teacher has allowed her to try and practise her reading and number work but has moved her to a table with higher leveled children so they can try and help her if she gets stuck.

(Total for Question 4 = 6 marks)

**Question 5****Targeted Specification Area: Learning Aim B/C**

This is the first discussion question on the paper and was worth a total of eight marks. Such questions are designed to test knowledge as specified in Learning Aim B: Understand theories and models of development and how they relate to aspects of children's development. In general, learner responses were poor with the majority not being able to demonstrate any knowledge of Bruner's theory beyond scaffolding. Others mentioned the three stages but failed to apply them to the question of how practitioners could use them to encourage Tammy's cognitive development. A fair number of learners used examples relating to the child's mother, for which they unfortunately could not be credited as the question clearly states practitioners. Centres may wish to consider using case studies as a teaching tool to enable their learners to practice applying their theoretical knowledge to a given situation as this will accustom learners to responding to applied questions.

(Examples start from next page)

Pass example:

5 Discuss how practitioners would use Bruner's theoretical framework to encourage Tammy's cognitive development.

4 Q05

Bruner believed that a child would learn through scaffolding this is how an adult may help the child to acquire information easier, he used 3 modes of thinking, Iconic, Symbolic and enactive, to help support/encourage Tammy's cognitive development practitioners could use the Iconic mode by helping to imagine in her head how to work out a mental problem, they could use symbolic by providing Tammy with counter support so that problem solving becomes easier for her and is able to gain information quicker than usual. Practitioners could also use enactive mode by doing physical activities with her these are things such as playing Numeracy and literature games. A practitioner would use Bruner's theory by simplifying a task for Tammy in order for her to have a better understanding and provide her with easier ways to get information by using the 3 modes of thinking it will help the child to understand cognitive things better.

(Total for Question 5 = 8 marks) **4**



Distinction example:

5 Discuss how practitioners would use Bruner's theoretical framework to encourage Tammy's cognitive development.

7 Q05

Bruner's said that children gradually acquire cognitive skills which he refers to as 'modes of thinking'. He was influenced by Piaget and focused on the biological structure of the brain and how thinking and cognitive development is linked to maturation. He also said children learn through being active (abstract thought develops from action). This means possibly giving Tammy work from an older age so that she can still use her brain to process information but, to make it harder for her. Also, Vygotsky was an influence who focused on the social aspect of the learning and looked at the link between thought and language. He said children learned through scaffolding which is where adults help children acquire information. This could mean that the teacher could ask Tammy questions about the work to make sure she fully understands it so that practitioners could ask where Tammy is at with her learning. Bruner had three stages which are the enactive stage (learning and thought takes place because of physical movements), iconic mode (children build up a picture of things they've experienced in their minds) and the symbolic stage (symbols including language are used in thinking). Tammy is in the symbolic mode. This is because her thinking is changing now she's seven and practitioners can use this because she's getting additional work to help her thinking and learning.

(Total for Question 5 = 8 marks) 7

**Question 6****Targeted Specification Area: Learning Aim B/C**

Most learners attempted this question with many citing appropriate theories. However, there were a substantial number of learners who attempted to use inappropriate theorists and their theories. It is pleasing to note that a fair number of learners accessed Level 3 on this question as they were able to name two or more relevant theorists, briefly explain the theories and apply them to the case study. Unfortunately, there were also learners who attempted to use Piaget, Bruner and Vygotsky for which they were not credited. Other learners wrote a substantial amount on experiments which had been carried out such as Skinner's rats experiment and Bandura's bobo doll without applying the theories to the question, as a consequence they were highly unlikely to be able to access marks above Level 1. There are still a few learners who are not naming the theories and as a consequence fail to access any marks.

(Examples start from next page)

Pass example:

6 Using theories that consider how behaviours are learned, discuss how practitioners within the school can help to support Jessie and Tammy's learning.

4 Q06

Practitioners within the school can help to support Jessie and Tammy's learning by encouraging them to join in with activities and socialise with other children. Bandura's bobo doll experiment showed that an adult is very influential in children learning behaviours. Bandura suggested that children learn ~~this~~ (social development) through watching and imitating others. If practitioners show Jessie and Tammy what to do, they will copy the practitioner and learn how to do something, therefore increasing development. Piaget's work of schemas suggested that children use a repeated action or way of learning. If practitioners find out how the girls learn the best, they will be able to plan activities/games to help them with their learning. Bowlby's theory (of key person) would support Jessie and Tammy's learning because the key person can talk to their parents and discuss what activities Tammy and Jessie were able to do. If both the key person and parents support the children, the learning should increase.

(Total for Question 6 = 8 marks)

4



Distinction example:

Pavlov - CC  
Skinner - OC

Bandura - SLT

6 Using theories that consider how behaviours are learned, discuss how practitioners within the school can help to support Jessie and Tammy's learning.

7 Q06

Practitioners can support Jessie and Tammy's learning using Bandura's Social Learning Theory. This is the belief that children learn through copying adults and peers behaviour and actions. The practitioner can use this theory to support the twins ~~to~~ behaviour through being good role models and setting a good example such as what is shown in the case study where the twins went and saw their teacher raise money for charity which they have copied and are now doing a sponsored walk to raise money for the same charity. Skinner's theory of operant conditioning which is where he believe children learn through positive and negative reinforcements can be used to support the twins behaviour by the practitioner rewarding their hard work and positive behaviour using methods such as sticker charts and verbal rewards e.g. saying 'Well done Tammy'. Pavlov's classical conditioning can also be used. This is the belief that children learn behaviour through associations. The practitioner can use this theory to support the twins learning through creating a positive association for good behaviour such as receiving a sticker when they work hard or play well with the other children.

(Total for Question 6 = 8 marks)

7

**Question 7****Targeted Specification Area: Learning Aim B**

This question addresses Learning Aim B in the specification and concerns Piaget and Athey. Overall, the responses were poor and clearly indicated that a majority of learners do not have the theoretical knowledge necessary to successfully attempt such questions. Furthermore, a number of learners did not attempt it at all. Others tried to use information from within the case study but could not apply it to the theorists. The majority of learners who did acquire marks tended to remain in the Level 1 band and acquired one or two marks for a brief explanation of a few generic points relating to either or both of the theories required. A small number of learners were conversant with either or both of the theories and could apply the appropriate stages to the case study, these learners were appropriately rewarded. It is most important that centres ensure their learners are fully aware of and can apply the theories cited in the specification to ensure that they can access merit and distinction grades.

(Examples start from next page)

Pass example:

7 Discuss how the theories of Piaget and Athey would be applied to assist in understanding the twins' stages of development.

4 Q07

Piaget suggested that children learn in stages and to get to the next stage you need to have completed everything in the previous one.

Piaget suggested that children build up their ideas and make schemas, when they learn new information the schema will change to fit the new information.

The twins are able to understand object permanence and can use symbols to understand numbers however Jessie is behind on her development as she cannot read or solve problems as easily as her sister.

Athey suggested that children build on experiences and reach different stages according to what they can do, the stages are: pre-conventional, post-conventional and conventional. The twins are both at

different stages as they are both developed in different areas some more than the other.

Tammy is at the conventional stage as she is more able to read and understand maths and problem solving whereas Jessie finds

it difficult to understand words and to actually read she also fails to understand adding up numbers and place value.

Distinction (borderline) example:

- 7 Discuss how the theories of Piaget and Athey would be applied to assist in understanding the twins' stages of development.

0-2 - sensory  
2-7 - pre op of ego  
7-11 concrete - revers  
11-15  
7 007 at  
pre-operational

According to Piaget, the twins are in the concrete operations / Pre-operational stage of development which is evident by their ability. In this stage children learn actions can be reversed, which is evident in Tommy's development which shows she is on track and meeting the recommended norm of cognitive development. However, Piaget believed children develop due to their environment & maturation (when biologically ready) this is evident in Jessie, as she is still showing signs of egocentrism from the pre-operational stage as she is reluctant to read as she doesn't like it to find it hard, and can not see the importance of it from anyone else's view, just her own. Jessie is also behind cognitively as she can only identify a few words in a book, because of this I think Jessie is still in the pre-operational stage of development. To improve this as practitioners can provide both children with resources to explore and develop schemas, so as to put more play in place.

Jessie also is behind in maths as she can't understand place value and adding up, which means she isn't biologically ready to understand more complex activities. However, Tammy is on track and slightly advanced as she has the maths ability to solve addition problems mentally. Avey built on Rogers theory also saying how important developing a child's schema is she would say Jessie spending time outdoors would benefit her <sup>positively</sup> as she is allowing herself new experiences, such as recognising animals and insects also. Through role play with friends she's ~~not~~ allowing new experiences which could be why she's more cognitively advanced, where as Jessie, is talented in dance but has not had enough new experiences to develop her schema.

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(Total for Question 7 = 10 marks) 7

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## Question 8

8a

### Targeted Specification Area: Learning Aim B

A good number of learners could demonstrate brief knowledge of Bronfenbrenner's theory of human development and as a consequence scored the full four marks. As a general point, it is important that learners provide a brief summary when the command verb is outline. Also as previously mentioned in relation to 4b, learners should note the maximum amount of marks which can be awarded. The teaching of exam technique is strongly advocated to ensure that learners can demonstrate their knowledge appropriately within the external test.

Pass example:

8 (a) Outline Bronfenbrenner's theory of human development.

(4)2 Q08a

Bronfenbrenner's Ecological Systems theory <sup>states</sup> ~~is~~ that as children we all develop depending on our family + environment -

Microsystem - Children are affected most by their immediate family members

Mesosystem - children are majorly affected by staff and peers at their school/nursery/preschool.

Exosystem - Children are /can be affected by the families economic stance. E.g. Dads made redundant.

Macrosystem - children can be affected by their countries economic state. E.g. Govts funding cuts to pre-schools.

Chronosystem - children can be affected by family trends or/and family

Distinction example:

8 (a) Outline Bronfenbrenner's theory of human development.

(4)4 Q08a

Bronfenbrenner's theory states that humans development depends on the ecological systems they have. He talks about the microsystem, the child's immediate family, the macrosystem which is the child's peers & school ect, the mesosystem which is the parent's work place, the Exosystem and the Chronosystem which is the views of society. He says that all of these can have an effect on how a child's develops.

8b

Targeted Specification Area: Learning Aim C

It is apparent that most learners did not read the question which related to how practitioners could use the theory and as consequence learners failed to be able to apply Bronfenbrenner's theory to the question. A general lack of understanding and inability to use the theory to encourage emotional development was noted by examiners. Once again, centre use of case studies would enable learners to practice the application of theoretical concepts to a vocational case study.

Pass example:

(b) Using **two** examples, describe how Bronfenbrenner's theory of human development would help practitioners to encourage the emotional development of children.

(4)1 Q08b

1. In schools, the teachers can be helpful and polite to encourage a good image of school. If they show that school is a nice place they will imprint this on the children.

2. Including the children's families into work and conversations, could make the child happy and excited to work. It could improve the positive relationship between school and home, by going home and showing work.

Distinction example:

(b) Using **two** examples, describe how Bronfenbrenner's theory of human development would help practitioners to encourage the emotional development of children.

(4)3 Q08b

One way in which Bronfenbrenner's theory could help encourage emotional development is by detaching their friendship group or example if their friendship group is always getting into trouble then they may follow the patterns and become angry so practitioners could swap their seats to help their emotions calm down and balance out any negative feelings they have.

2. Another way to encourage their emotional development is by allowing them to join clubs. This links to Bronfenbrenner as they will become part of a small community and by doing something they like they will be happier in themselves and make friends with whom they can communicate with outside of the setting.

Question 9

Targeted Specification Area: Learning Aim C

This question addresses Learning Aim C: Be able to apply theories and models of child development to support children's development. It is apparent that the overwhelming majority of learners have little knowledge, if any, of Erikson's theory. In general, the responses were extremely poor or the question not attempted. Those learners that did provide a response tended to state one or two of the stages but failed to develop their responses as to how the theory could be used. As stated earlier it is most important that learners are familiar with all the theories cited within the specification.

Pass example:

9 Discuss how a practitioner would apply Erickson's psychosocial theory in positively developing a child's personality. 3 Q09

Erickson believed that personalities are not fixed and that the environment controls them. A practitioner can help to positively develop a child's personality by ~~creating~~ creating a positive and happy environment for them to be in. This way the child is likely to have a positive personality if they are happy where they are. He also believed that at each dilemma or conflict we face in our life at the outcome this would affect our personalities. Therefore if a child is facing a dilemma such as a transition, the practitioner needs to ensure that they try to ensure the child is in a good environment and help them as much as possible through their dilemma or conflict.



**Question 10****Targeted Specification Area: Learning Aim D**

The penultimate question on the paper concerned divorce and its effect on child development. The quality of responses was extremely varied; however, the majority of learners did attempt to address most areas of development. Responses from less able learners tended to be generic and did not provide sufficient links to divorce to warrant being placed in a higher mark band than Level 1. At the other end of the spectrum some excellent responses were seen by examiners which provided clear links to divorce as well as covering positive and negative aspects, such responses were well thought through and clearly demonstrated understanding and were rewarded accordingly.

(Examples start from next page)

Pass example:

10 Evaluate how the divorce of their parents can affect the overall development of a child.

5 Q10

Divorce of a child's parents can ~~affect~~ <sup>affect</sup> children in many ways, such as different transitions that are made to split seeing each parent, doesn't give the child security therefore this affects the child's emotional development as they have no stability within the child. It will affect the child's social development as the child may become withdrawn and therefore not want to socialise and be scared of making new attachments in case the attachment is broken again. As the child may become withdrawn the child may decide to barely eat or struggle to sleep will affect the child's physical development in terms of growth and development as children need a well balanced diet to be able to grow and function. Also the diet, lack of sleep and stress can affect the cognitive development as the child needs nutrients and eat good foods to be able to concentrate at settings/schools and to process information. If a young child suffers from stress through divorce of their parents then it may cause a hormone to be released called ~~cortisol~~ <sup>cortisol</sup> which can affect a child psychologically however if the child was to only suffer the stress of the break up short term then there would be no long term effects but if it was to be long term stress then it can psychologically damage the child in the future.

I believe however that divorce doesn't always affect a child's overall development as mostly it can't physically affect the child's body as such unless the child is being physically abused. I also believe however that divorce can damage children's emotional and <sup>cognitive</sup> personal development as it can affect the child psychologically for many reasons such as separations of attachments or transitions.

Distinction example:

10 Evaluate how the divorce of their parents can affect the overall development of a child.

9 Q10

For a divorce to happen, the child will be the ~~most~~ most affected by a parents/careers divorce and can affect all areas of development. Such as social and emotional development. The child may become withdrawn from group activities and ~~the~~ discussions as they can ~~be~~ be distracted by thinking why their parents/careers are not together. The child may become jealous of ~~the~~ other children's parents/careers as he no longer has both of them. Child may become angry with anyone as he becomes frustrated that he doesn't understand what's happening and why. The child may also feel like it their own fault and start to feel ~~ashamed~~ ashamed or upset ~~and~~ at themselves. These factors can all affect the child's social and emotional development. A child's cognitive/intellectual development may also be affected as the child may not be able to concentrate at school or work as they are repeating what is happening in ~~the~~ their head. The child may fall behind with work ~~or~~ as they are distracted by home issues. The child's language and communication development can be affected as the child may not want to

anyone, which can lead to a speech delay if over a long period of time. The child may also pick up vocabulary that is not appropriate for the child therefore they may copy that language.

Finally, the child's physical development may become affected as they may become immobile as they ~~cannot~~ <sup>do not</sup> have the ability to get up. The child may feel that their parents' scared divorce is their fault therefore they may feel worthless and stay inside and do nothing instead of being active and meeting friends.

It is important to look at the holistic picture of what can be affected if a family issue arises, therefore it is important to make the child feel supported and cared for when a family issue such as this happens.

**Question 11****Targeted Specification Area: Learning Aim E**

Responses in general tended to be weak and superficial, with some learners addressing abuse in general, as opposed to relating it to a six year old as the question demanded. Others brought in theories and attempted to apply them, it is extremely important that centres note that it will be clearly stated within the question if knowledge of specific theories is required. Some learners did not relate the question to the age of the child and as a consequence, tended to include irrelevant points. The overwhelming majority of responses tended to lack any discussion which was required for Level 3. It is recommended that centres use practice case studies to encourage their learners to focus their knowledge on aspects of Learning aims D and E within the unit content of the specification.

(Examples start from next page)

Pass example:

11 Sally is 6 years old and is being emotionally abused.

4 Q11

Discuss the impact of emotional abuse on Sally's overall development.

Sally may not be reaching her expected norms in particular areas due to being emotionally abused.

Sally's physical development could be affected as she may be constantly put down about her weight which could cause her to not have any motivation to exercise or it could even cause her to starve herself leaving her to have no energy to exercise or go and play.

Sally's intellectual development could also be affected as she may not have been spending time to learn with parents causing less opportunity to create schemas and develop her cognitive skills. Language development may also be impacted on as she may seclude herself from people therefore there is less opportunity to make communication with others.

emotional development will be effected the most as she will constantly be getting hurt by the emotional bullying therefore she is likely to become depressed and lonely and she will have very low self esteem which could also affect the way she is in the future and her future

relationships.

Social development will also be affected as she may not know how to treat other people so she could treat them the way she is treated making it harder to make multiple attachments with people, she may also seclude herself from people due to being scared which means that there is no opportunity for communication or to form attachments with anybody.



Distinction example:

11 Sally is 6 years old and is being emotionally abused.

1011

Discuss the impact of emotional abuse on Sally's overall development.

**Physical development** - Sally may hurt her self to deal with the pain of being emotionally abused, she may comfort eat, pull out her hair or be scared to leave the house.

**Intellectual development** - low concentration at school, scared to join in group activities, scared to try new things.

**Language development** - could be scared to talk to any one, may not talk much, voluntary mute, may only really now bad words so won't make up the 'nouns' for vocabulary (lack of)

**Emotional development** - Very low self image and self concept, won't reach self-actualisation on Maslow's hierarchy of needs. She could enter the cycle of disadvantage, no role models, may not have made an attachment during the ~~age~~ window of opportunity so never will, she could suffer from deprivation or privation, struggle to make friends at school, she could get bullied at school for being different.

**Social development** - no friends or attachments, may be able to talk to her teacher or

key person.

If Sally is being emotionally abused at school, she may have no friends and very low confidence to try and make friends, her parents or carer may be very worried and use out-side professionals to try and help her.

Emotional abuse will slow down her whole development and can stop her from reaching mile-stones like the window of opportunity and the critical period for language.

Mary Ainsworth and John Bowlby believed that children need strong role-models and key workers to help children reach their full-potential and Zone of proximal development.



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