



Examiners' Report/ Lead Examiner Feedback

June 2014

BTEC (NQF) Level 3 Nationals in
Children's Play, Learning and
Development

Unit 1: Child Development (20780E)

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Grade	Unclassified	Level 3		
		Pass	Merit	Distinction
Boundary Mark	0	33	46	59

General Comments on Exam

This is the third series that the CPLD qualification at level 3 has been assessed externally and once again this has provided the opportunity to report back to centres on the performance of their learners in relation to the individual questions

It is pleasing to report that many centres have taken on board the comments in the Lead Examiner Reports from the previous two series and have also made use of other available material such as the sample distinction grade paper as well as the available training materials.

On the whole, learners who sat the paper responded well to the case study and were able to successfully extract relevant information to address the questions, although as in 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 has to be stressed yet again that this coverage is vital if learners are able to fully access all the questions on the paper.

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

Part One

All questions relate to the case study and therefore all responses should be applied to it.

Question 1

Learners were asked to identify two areas of gross motor development from the case study for two marks, the overwhelming number of responses were correct, hence it appears that learners are clearly able to differentiate between gross and fine motor skills.

One mark example:

You will need to refer to the case study.

1 Q01

1 Identify **two** examples of Jay's gross motor development.

1 Jay can walk alone, without assistance.

2 Jay can use grip to open a door come a door handle.

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

Two mark example:

You will need to refer to the case study.

2 Q01

1 Identify **two** examples of Jay's gross motor development.

1 He dances (to music with his cousins)

2 Jay can walk alone

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

Question 2a

Some learners had difficulty in providing a definition of a milestone, which is an extremely important factor in relation to child development. As the question required a definition, those responses which contained examples could not be credited, whilst alternatively learners were credited with one mark for mentioning age related and a further mark for developmental norms.

One mark example:

2 (a) Define what is meant by the term 'milestones'.

(2) 1 Q02a

Goals and achievements that are broad enough that it applies to each child. These are goals the child should theoretically achieve by that age.

Two mark example:

2 (a) Define what is meant by the term 'milestones'.

(2) 2 Q02a

Milestones are key stages in which children learn at an estimated age e.g. talking by the age of 2.

Question 2b

The overwhelming majority of learners were able to accurately extract two factors from the case study which related to language milestones.

One mark example:

(b) Identify **two** language milestones that Jay is meeting.

(2) 1 Q02b

1 recognises words to do with the body.
2 can recognise names on paper when read out by the nursery worker.

Two mark example:

(b) Identify **two** language milestones that Jay is meeting.

(2) 2 Q02b

- 1 He can follow instructions which demonstrates his understanding of language
- 2 He recognises names of body parts and people he knows.

(Total for Question 2 = 4 marks) **4**

Question 3a

As with the previous response, it is pleasing to note that most learners are aware of areas of development and can apply their knowledge to specific age groups.

One mark example:

3 (a) Identify **two** examples of Jay's cognitive development.

(2) 1 Q03a

- 1 Jay follows instructions and recognises name of body parts.
- 2 He ~~also~~ always always points to the correct pictures when they are named to him.

Two mark example:

3 (a) Identify **two** examples of Jay's cognitive development.

(2) 2 Q03a

- 1 He can sort basic shapes
- 2 He understands the concept of 'more than one'

Question 3b

The question was designed to test learner understanding of cognitive development and apply it to the case study. Many learners did not take into consideration the age of the subject and as a consequence composed responses which were related to 'school' and not nursery and as a consequence they lost marks due to incorrect application.

One mark example:

(b) Describe how Jay's asthma may affect his cognitive development.

(2)1 Q03b

Jay's asthma may affect Jays cognitive development because sometimes he may find it hard to engage and concentrate and therefore not take in information.

Two mark example:

(b) Describe how Jay's asthma may affect his cognitive development.

(2)2 Q03b

Jay's asthma may cause him to be ill meaning he'll miss out on nursery, causing him to miss out on many lessons and skills he would learn while being at nursery, this may cause his cognitive development to be slightly lacking compared to other children.

(Total for Question 3 = 4 marks) 2

Question 4a

The overwhelming number of learners provided appropriate responses which related to emotional development and as a consequence were awarded two marks. This is further confirmation that learners have good awareness of age related factors which relate to areas of development.

One mark example:

4 (a) Identify **two** examples that show Jay's emotional development is meeting the norm.

(2)1 Q04a

1 Jay doesn't like leaving his mum, this is normal for this age as attachment is vital.
2 Jays been unsettled moving rooms in nursery. Children this age don't like big change.

One mark example:

- 4 (a) Identify **two** examples that show Jay's emotional development is meeting the norm.

(2)2 Q04a

- 1 He still does not like being seperated from his mother. He will get used to this over time and age.
- 2 Upset and sometimes angry when older children destroy what he has made.

Question 4b

The responses to this question were variable, where learners were aware of the content of the research and the types of attachment they were successfully able to apply it to the case study to score two marks. A good number of learners named the research but did not identify examples of secure and resistant attachment to provide an appropriate response as to Jay's reaction and as a consequence gained no marks.

One mark example:

- (b) Describe Jay's reaction to being in the toddler room using Mary Ainsworth's research into the security of attachment.

(2)1 Q04I

Jay has to now form another attachment, with another member of staff. Mary Ainsworth had 3 stages of attachment and the one Jay falls under is Anxious/Avoident as he may think that people he forms a bond with, leaves, so he might stop making bonds.

(Total for Question 4 = 4 marks)

3

Two mark example:

- (b) Describe Jay's reaction to being in the toddler room using Mary Ainsworth's research into the security of attachment.

(2)2 Q04b

He ^{has a} secure attachment to his mother and does not like being separated from her when he is at nursery and he becomes unsettled when in the toddler room with older children. This means that the mother has been his key person when growing up.

(Total for Question 4 = 4 marks)

4

Question 5

Most learners had some knowledge of Bandura's theory and could identify theoretical points with many referring to the Bobo doll experiment, whilst others could provide appropriate examples from the case study as to how behaviour is learnt. However very few made clear links between the subject's behaviour and how practitioners could apply it and as a consequence could not access Level 3 on the mark scheme.

Centres are encouraged to use vocational contexts to enable learners to develop their knowledge as to how theoretical knowledge can be applied to develop behaviour.

Four mark example:

5 Discuss how practitioners would use Bandura's theory to understand Jay's learned behaviour and how this behaviour could be developed.

4 Q05

Banduras theory was the social learning theory and he believed that children learn by observing others and that they pick up on behaviours around them. Practitioners could use Banduras theory by setting up a certain activity and letting Jay watch and observe. After Jay has watched the activity being carried out he will then participate in the activity himself. From this practitioners can see whether Jay copies the behaviour of the child who he watched do the activity. It can help practitioners understand why Jay has learned certain behaviours and if in fact he is learning them through observing others. Banduras theory sees children copying directly others actions but it can also be used so that children learn that they shouldn't do something. This will also show in the activity as he may have learned not to do a certain action. (Total for Question 5 = 8 marks) 4

Seven mark example:

- 5 Discuss how practitioners would use Bandura's theory to understand Jay's learned behaviour and how this behaviour could be developed.

7 Q05

Practitioners would use Bandura's theory to understand Jay's learned behaviour and how his behaviour could be developed, in many ways. In the case study it is said that Jay learns to dance by copying the behaviour of his ~~cousins~~ cousins'. Jay's behaviour can be understood through using Bandura's theory by practitioners being role models to him. Practitioners can set a good example in front of Jay as this will encourage him to set have a good behaviour. Also practitioners can ~~work on~~ ^{help to} encourage Jay to have a positive self-efficacy, which is the belief of how well you succeed in something. By practitioners doing this will help Jay to behave positively as he will feel that he can succeed in anything. Also practitioners can use vicarious reinforcement to develop Jay's behaviour as they can promote good behaviour and reinforce Jay that he is behaving well which will encourage ~~her~~ him to continue to with this positive behaviour. Also to develop Jay's behaviour even ~~fat~~ further, a male practitioner could help set a good example ~~inf~~ in front of him as Bandura proposed that children are more likely to copy the behaviour of the same gender.

(Total for Question 5 = 8 marks)

7

Question 6

It is extremely pleasing to note that many centres have introduced Kohlberg's theory to their learners and as a consequence they were able to demonstrate some good understanding of the theory and apply it to the given scenario.

Learners were amply rewarded for this, conversely examiners also noted a fair number of responses where very little if any knowledge of the theory had been demonstrated and as a consequence valuable marks were lost.

Centres are once again reminded that all theories which appear within the unit specification should be covered to ensure that learners have the knowledge to provide appropriate responses to questions.

Four mark example:

6 Discuss how practitioners would use Kohlberg's theory of moral development to understand Amber's behaviour towards the teacher and the other children at her school.

4 Q06

Kohlberg suggested 3 different stages of moral development. These are pre-conventional, conventional and post-conventional. Amber is 6 years old and is in the pre-conventional stage. We know this because she only follows the rules to avoid getting told off and not for any other reason. She thinks her behaviour is acceptable because she has not been told off for stealing other people's sweets and doesn't realise what she is doing is wrong. In the pre-conventional stage children are quite selfish and only do things for themselves. Amber often tries to get her own way and does not think about the needs or feelings of other children. When Amber gets to the conventional stage she will begin to understand what is right and wrong and will not only behave to avoid punishment but because she knows it is the right & moral way to behave. As Amber is 6 years old she should be going into this stage or going into it very soon. In the last stage of Kohlberg's theory people learn that the difference between right and wrong can sometimes be argued e.g. animal rights protesting however people in the post-conventional stage are often seen as troublemakers.

Seven mark example:

- 6 Discuss how practitioners would use Kohlberg's theory of moral development to understand Amber's behaviour towards the teacher and the other children at her school.

7 Q06

Kohlberg's theory of moral development can help us understand Amber's behaviour towards the teacher and other children at school. Kohlberg believed that a child of Amber's age (6) ~~is~~^{she is} at the pre-conventional stage of moral development; They are born with no sense of right and wrong, but quickly find out that ~~the~~^{their} behaviour could either be punished or rewarded. Amber is very egocentric and does not think about the feelings of other children, she will take other children's sweets if she thinks she can without the teacher telling her off. From Kohlberg's theory we see that the teacher telling Amber off is a punishment for taking the other children's sweets as she is unaware that this is the wrong thing to do. Whereas the teacher rewards Amber with stars if she ~~is~~^{she is} pleased with her work and painting, where this could be a positive reinforcement for Amber to do work, get a reward, rather than doing wrong and getting punished by being told off, which she doesn't like, so there is less chance of her doing it again.

Question 7

The majority of learners demonstrated understanding of self esteem and could cite relevant examples from the case study. Many were also aware of the two theories, however many could not differentiate between them enough to access marks above level 1. Where the question is related to two theories, equal coverage of each should be provided to access the full range of marks.

Centres can assist learners in accessing the full range of marks by ensuring that they have good knowledge and understanding of all theories included within the specification.

Five mark example:

- 7 Discuss, using examples from the case study, how practitioners would apply Harter and Cooley's theories of self-esteem to Amber.

(10) 5 Q07

Harter looked at self esteem and she explained through the idea of the looking glass that when children are growing up they would base their self image around what other people say and how they react. Amber has been ignored and felt pushed out from the family. When her cousins go round this would push her self esteem down and make her self image go down which would impact her other areas because she would lack confidence which would then start to impact her developmental areas. Practitioners tend to ignore Amber's bad behaviour so she starts to understand that acting up won't lead her anywhere so she should stop it. But doing it this way would make Amber feel more left out and she would start to feel more isolated. Practitioners at Amber's school are giving her praise which would boost her

Self esteem because they are paying
intrest in Ambers work and are boosting
her self confidence which would then
boost her self-esteem which would
then build her self image. Amber being
bullied must of brought her self image
and esteem down because they would
of knocked all the confidence out of
her and this wouldnt of allowed her to
have a strong image of herself like harter
said people needed, this would knocke
down her developmental areas aswell because
she didnt want to attend school

10 mark example:

- 7 Discuss, using examples from the case study, how practitioners would apply Harter and Cooley's theories of self-esteem to Amber.

(10)

Harter believed that the closer our self image (how we see ourselves) and our ideal self (how we want to be) are, the higher our self esteem will be. Having a high self-esteem boosts confidence and encourages children to take part in new activities and interact with others around them. Cooley developed a theory called the looking glass self which is where how other people see you affects the way you see yourself. Amber only has one or two close friends and if they are away she becomes withdrawn and often gets bullied. Being bullied can make a child feel insignificant and lower their expectations and the way they see themselves will gradually become further away from how they want to be. Amber has also noticed that her cousins prefer to play with her younger brother and this has resulted in her becoming jealous of Jay and being spiteful with him.

Amber feels she doesn't receive as much attention anymore and this has caused her to be insecure. She may know see herself as unequal to Jay which may cause her to act out, by stealing other children's sweets, to gain back some of the attention. Practitioners and ^{her} parents should use Marter and Cooley's theory and build Amber's confidence and improve her self-image. This can be done through ignoring bad behaviour if they know it is for attention but ensuring Amber knows what is right and wrong.

Being shouted at will only cause Amber to become spiteful or reserved. They need to encourage her to play and interact with others so that she can begin to form friendships and won't want to stay off school.

Rewarding any good behaviour is also a key way of boosting self-esteem and preventing bad behaviour.

(10)

(Total for Question 7 = 10 marks)

Part Two

Question 8a

Very few accessed marks as whilst they attempted to define culture, by reference to different ethnic groupings and religion, there was lack of reference to children's development and how it is influenced by surroundings, as stated within the specifications.

One mark example:

8 (a) Define what is meant by the term 'cultural environment'.

(2) Q08a

Cultural environment means the ~~environment~~ place in which a child lives and the dominant culture within that environment / the culture the environment follows

Question 8b

Most learners were able to demonstrate knowledge of Chomsky's theory of language very well, with many able to provide relevant factors to access the full four marks.

Two mark example:

(b) Outline Chomsky's theory of language.

(4) Q08b

Chomsky said we learn language through instinct. Chomsky said we are born with an innate ability to learn language and syntax. We are born with a language acquisition device in our brains which allows us to learn language. Lenneberg said that we have a critical period by which we must be exposed to language or else we may never learn it. This critical period is usually around 12/13 - Puberty.

Four mark example:

(b) Outline Chomsky's theory of language.

(14) Q08b

Chomsky believed that every human being was born with the innate ability to learn language. He also believed that everyone was born with a language Acquisition Device that enables them to learn the language of the "mother tongue". He also said that there is a critical period to learn language which ranges from the ages of 0-3. During these ages is the vital period to learn language.

Question 8c

This question was not done well, the question required one way in which practitioners could support Chomsky's theory of language. Many responses were abstract and lacked reference to practical examples such as share books and sing rhymes.

One mark example:

(c) Explain **one** way in which practitioners would use Chomsky's theory of language to support children learning a new language.

(2) Q08c

They could give the children activities to do for example circle time where they could all speak and teach each other a word or a phrase.

Four mark example:

(c) Explain **one** way in which practitioners would use Chomsky's theory of language to support children learning a new language.

(2) Q08c

Practitioners could support a child learning a new language by exposing them to it a lot so they hear the words and sounds of the different language. Activities should be set to stimulate the development of the new language so they can learn + practice.

Question 9

This is the first twelve mark question on the paper. Learners tended to provide responses which related to three or more areas of development, however these were not always thought through well. Almost all responses fell within Levels 1 and 2 on the mark scheme.

To access Level 3, learners must include both positive and negative aspects. A good example in relation to this particular question would be that the subject is bilingual, however such responses were not noted by examiners.

Centres should note that learners could be asked to apply their knowledge to a given situation in relation to specific areas of development and to also discuss the role of the practitioner as relevant to that situation.

Six mark example:

- 9 Ivano is eight years old and has just moved to the United Kingdom with his family. Ivano and his family only speak Italian.

Discuss how Ivano's inability to speak English could impact on his overall development at school.

(12) 6 Q09

Ivano's inability to speak in English could affect his physical development. This is because he may not understand instructions given to him in Physical education. This will lead to Ivano having less developed gross motor movements compared to the other children, if he does not join in with the lesson.

Cognitive development will largely be affected by the fact that that Ivano does not speak English. This is because he is not able to learn from what other children are saying and will not be able to join in with struggle with any intellectual activities such as reading.

The child's emotional development will also be affected in the way that he feels left out from the other children. He may also feel frustrated if he is not able to communicate with people.

and tell them what he is thinking. This could lead to sadness if he feels as though he does not fit in.

Socially, a child such as Ivano may struggle a lot. This is because he can not use his language to interact with the other children and make friends. The other children may exclude him from group activities if they feel that they can not communicate with him properly. This will cause Ivano to fall behind on his social development milestone of having a strong friend group, mainly of the same sex.

Language development of Ivano will be hugely affected by his inability to speak english. This is because he will not be able to expand his vocabulary. He will not be able to make links between words and their meanings meaning that he will fall behind of his language development milestones and not have as wide a variety of words in his vocabulary as other children of his age.

Question 10

Evidence indicates that learners are gaining good knowledge of the theory of Vygotsky with the weaker learners making reference to the zone of proximal development and adult involvement and stronger learners providing examples of how Vygotsky can be successfully applied to the relevant age group to promote learning.

Four mark example:

10 Discuss how using Vygotsky's theory of cognitive development would help practitioners improve a child's cognitive ability.

4 Q10

Vygotsky believes in something called zone of proximal development. This is where a child is ~~at~~ at the moment, where they would be without help and where a child reaches their full potential with help. This will help practitioners to develop a child using extra help from the ~~practitioner~~ practitioners to reach the child's full potential.

Vygotsky also believes in scaffolding. This is when the adult scaffolds the work and play for a child to build on. This most commonly happens with play. This helps a child to initiate the play themselves with help from the adult to benefit them. It's about building on what the adult has done to benefit the child. Scaffolding the play means that children will make play more cognitively challenging, giving them problems to solve and working problems out on their own. The adult builds the foundations for the child to build upon.

Seven mark example:

10 Discuss how using Vygotsky's theory of cognitive development would help practitioners improve a child's cognitive ability.

7 Q10

Vygotsky suggested the zone of proximal development which is the difference between what a child is currently able to do and what they would be able to do with the support of an adult. Vygotsky also build upon Bruner's idea of scaffolding which is when adults help children build upon the knowledge they already have and build upon the schemas a child already has.

Practitioners could improve a child's cognitive development by providing stimulating activities and giving them opportunities to ask questions. Practitioners should set the children challenging activities so that children work hard to learn new things rather than continue to practice what they already know. Teachers could also spend one to one time with students to try and understand better what new things they are close to learning. They will ~~then~~ then be able to provide stimulating activities best suited to them. Practitioners could also suggest parents spend time at home with their children reading + doing homework to improve cognitively.

Question 11

The quality of responses to this question were variable, learners who applied their knowledge specifically to culture were in general able to provide well rounded and applied responses which enabled them to access some good marks. However others tended to attempt to fit in responses which would be more appropriate to questions related to poverty and as such tended to dwell on malnutrition and diet. As a consequence they could not access many marks.

Some learners also mentioned aspects, which although culturally related, did not apply to the relevant age group; such an example is religious fasting and as such could not be fully credited. Learners need to be aware of the age range covered by this qualification. Responses were mainly negative with few positive aspects being noted, this prevented learners accessing level 3 within the mark scheme.

Six mark example:

11 Evaluate how cultural factors could affect a child's overall development.

(12) 6 Q11

Cultural factors are someone's cultural background, ~~so~~ e.g. beliefs, region, etc. All of these things can in actual fact have an affect on ~~some~~ a child's all round development.

A child's social development could be affect because for exmapte it may prevent them from talking to certain genders, so they may miss out on the chances to socialise.

It may affect their emotional development because it may change what they believe to be right and wrong. Therefore affecting their behaviours, what they feel about themselves, etc.

They language development could be affect because some cultural's believe it important to know more than one language, so this may cause them to have a rather high language development.

Cognitive development could be affected because
- some cultural really look highly upon education, therefore ^{their} parent may really encourage them to do well within schooling.

Physical development could be affected by the

fact that some cultural have gender roles rather badly. So this may encourage guys to be more active making them better with gross motor skill, whereas women may be better with fine as they may be encouraged in writing or cooking.

12 mark example:

11 Evaluate how cultural factors could affect a child's overall development.

(12)

One cultural factor is the value placed on education. Some cultures value education more than others, which would have a positive impact on development. It would help ~~social~~ and language and cognitive development especially, because they would be exposed to a more language rich environment. It would also help social as there would be more chance for interaction.

Physical development would be helped as there would be more opportunity for activity. On the ~~oth~~ otherhand, if education was not valued children would be exposed to less stimulation and fewer opportunities so have their development negatively impacted.

Another cultural factor could be a child's religion. If a child has different beliefs to other children, they could feel isolated. This would affect them socially and emotionally as they would have less interaction and lower self-esteem. This means they would be involved in fewer activities so they wouldn't be practising physical development as much, and less language and cognition would be used. However, settings can

embrace religious differences by providing multi-racial dressing up activities and food, so the child doesn't feel so isolated. This allows other children to understand and accept equality.

Another factor is gender expectations. Certain areas of development and learning are seen as more acceptable for certain genders. For example, boys are stereotypically more active so would be provided with more opportunities for physical development, leaving ~~females~~ females potentially lacking in this area. However females are seen as more creative so may be ~~more~~ encouraged into ~~target~~ language and cognitive development more than ~~for~~ males. However, settings are being encouraged to cater for each gender equally to avoid these differences.

In conclusion, given the right support, cultural factors don't have to have a negative impact on overall development. Settings can have policies in place to

(Total for Question 11 = 12 marks)

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