

# Examiners' Report/ Lead Examiner Feedback

January 2015

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

Unit 1: Child Development (20780E)

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson.

Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

### **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your learners at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2015

Publications Code BN040441

All the material in this publication is copyright

© Pearson Education Ltd 2015

## 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>

<b>Grade</b>	<b>Unclassified</b>	<b>Pass</b>	<b>Merit</b>	<b>Distinction</b>
<b>Boundary Mark</b>	0	33	46	59

## **General comments on the exam**

In this series, learners demonstrated good understanding of growth and development and were able to apply their knowledge and understanding to the case study. Likewise, examiners saw some evidence of improved learner knowledge of theorists and in particular, Bruner.

Despite these positives, however, there were still a lot of issues surrounding the application of theories with examiners commenting that learners would benefit from some practice in learning how to apply the theories to a given scenario. Questions 10 and 11a enabled learners to demonstrate their knowledge of factors which affected overall development, with many learners attempting to apply their knowledge holistically.

Centres should continue to use the sample assessment materials and previous papers to enable their learners to practice exam technique. Many learners are still writing far too much in response to questions and penalising themselves by extensive writing. As a consequence, some learners are running out of time before they reach the final question for which eight marks are available.

The amount of space given for each question is carefully discussed within the senior examination team and centres should take this as guidance as to how long the responses should be and instruct their learners as such. Having said that, examiners were pleased that learners understand that shorter responses are required for the two to four mark questions and in general are providing accurate but to the point responses which are enabling them to access marks.

## Part One

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

### Question 1

Learners were asked to explain two ways development could be affected by premature birth. Marks were awarded for the area of development together with an example from the case study.

The majority of learners correctly cited two appropriate areas of development indicating understanding of the areas of development affected by premature birth.

4 marks

- 1 Explain **two** ways in which Kia's development may have been affected by being born prematurely.

1 She cannot yet hold a pencil and draw a line as her fine motor skills are delayed.

2 Kia cannot yet repeat the names or sounds of animals from a book when the practitioner says them, this can be due to having language & ~~delay~~ cognitive delay.

(Total for Question 1 = 4 marks)

### Question 2

This question required identification of two principles of growth which were used by practitioners in assessment. Many learners lost marks because they put one word answers such as height and weight, which did not fully provide the appropriate response which should identify how the growth was monitored: i.e. by **measuring** height/weight as stated within the unit content of Learning Aim A within the specification.

Two marks

- 2 Identify **two** principles of growth that are used by the clinic when assessing Kia.

1 Height checks

2 Weight checks.

### Question 3

Pleasingly, almost all learners can differentiate between gross and fine motor skills which are appropriate to the age of the subject and as a consequence, this question was extremely well answered.

**3** Identify **two** examples that indicate Kia's gross motor skills are developing as expected for a two year old.

1 Throwing a ball

2 Riding her tricycle.

### Question 4a

In order to provide appropriate responses, learners needed knowledge of how the principles of development could support the next stage of development. Responses which provided examples of ways in which support, recognition and understanding were credited, however few learners gained marks as they tended to give activities as opposed to how the principles of development could be of assistance to the practitioner.

Two marks

**4** At the new setting the practitioners are monitoring Kia's overall development.

(a) Identify **two** ways in which practitioners can use the principles of development to support Kia's next stage of development.

(2)

1 Practitioners could help Kia to walk on her own confidently by encouraging this

2 Encourage Kia to use her language rather than just pointing.

#### Question 4b

Learners were asked explain how Skinner's theory of Operant Conditioning could be applied to help Kia's development. The majority of responses accurately identified the theory, however, some learners then explained Skinner's animal experiments for which they could not be credited, and others provided examples of rewards which were not appropriate for the age of Kia.

At Level 3, it is important that learners are able to apply theories to the relevant age groups of children, hence centres would benefit from providing learners with case studies to ensure that they are familiar with responding to questions where the age of the subject is relevant.

---

(b) Explain how practitioners can apply Skinner's theory of operant conditioning to help Kia's development.

(4)

Skinner's theory talk about reinforcement. Practitioners need to encourage more Kia by praising her and off give her rewards. Positive reinforcement is important to help more Kia to repeat wanted behaviour.

Also practitioners can use Primary reinforcement to help more Kia in her development. In this way they are promoting more ~~the behaviour of~~ her development to reach her milestones. Example when she tries and use the pencil practitioners will give positive reinforcement this will encourage more Kia to repeat it and try and do it better

#### Question 5

Many learners attempted to discuss attachment theory, using the work of Bowlby and Ainsworth which were both appropriate to the subject area of the question. In general, learners also attempted to apply the theory to the case study although this tended to be weak with only the more able learners accessing level 3 of the mark scheme.

### Question 6

This question required learners to discuss Bronfenbrenner's theory and apply it to the case study, which included a good number of examples which could be used by learners to illustrate the theory. Unfortunately, many learners chose to ignore these examples and provided a general view of the theory without any application. As a consequence, the overwhelming majority of learners could only access level 1 in the mark scheme as there was no application.

Centres are advised that they must encourage learners to apply theories to given case studies if they are to access the higher mark bands.

8 marks

- 6 Discuss how practitioners could support Dev's development in relation to his environment, using Bronfenbrenner's theory.

~~According~~ According to Bronfenbrenner Dev appears to be most comfortable in his microsystem where his immediate friends and family are around him. Practitioners could support Dev by taking him on school trips and outings to his local community so that he can experience his mesosystem. They could go to the post office or doctor's surgery to increase Dev's experiences within his local community to build confidence and social skills. According to Bronfenbrenner children need these experiences in order to develop. Practitioners could take Dev to a local maths club to incorporate his interests into his experiences and this may increase the likelihood that Dev enjoys his outing. Bronfenbrenner believes making connections ~~the~~ with the people and world around the child is crucial for development. Practitioners should work with the parents to understand Dev's interests and use them in activities and outings. Dev enjoys mathematics.



### Question 7

Learners were required to discuss Bruner's theory using the relevant material within the case study. Most responses contained some knowledge of the theory mainly demonstrating understanding of 'scaffolding'. Some learners successfully attempted to apply the three modes of representation to Dev and were rewarded accordingly.

It would be encouraging if more learners were confident in applying theories to the facts as stated within the case studies to enable them to access the higher mark ranges. Centres should consider providing case studies to enable learners to practice application and assess them using the same levelling system as used in the mark scheme; this would provide learners with the knowledge to understand the requirements to access levels 2 and 3 within the mark scheme for eight to twelve mark questions.

6 marks

7 Discuss how Bruner's theories can be applied to help practitioners understand Dev's cognitive development.

Dev's cognitive development can be encouraged by using Bruner's theories to explain and how his cognitive development is progressing.

Bruner's cognition theory explains how a child learns through different ways, these were his modes of thinking, iconic, symbolic and enactive. These were different ways that children learnt. When children are younger they use the enactive stage, which is learning through physical movement whereas symbolic is learning through language. Practitioners could use the iconic mode of thinking which is learning through doing. So practitioners could get Dev repeating or reading a book aloud to himself. Bruner's theory also suggests that children learn through encouragement and through help of adults. This term was known as scaffolding. This would help Dev's development by encouraging him to complete a difficult task and guiding him through it with help in places. This would explain Dev's cognitive development as it would show that he was encouraged by possibly his father with things such as creating things from wood and paint. This explains that Dev would be able to carry out difficult tasks but may need some scaffolding.

(Total for Question 7 = 10 marks)

## Part Two

### Question 8a

The overwhelming majority of learners could describe what is meant by the term cognitive development to enable them to access the full two marks.

8 (a) Describe what is meant by the term 'cognitive development'.

(2)

1 The knowledge and skills acquired to be able to problem solve.

2 The expansion of a child's memory.

### Question 8b

As with 8a, the majority of learners could state the required two reasons why practitioners needed to know the principles of development.

(b) State **two** reasons why practitioners need to know the principles of development.

(2)

1 Recognise any delays in development.

2 Prepare for the next stages of development  
(age and stage appropriate activities)

### Question 9

The question on social learning theory was responded to very well in general, with most learners correctly explaining how practitioners could use social learning theory to support development. A number of responses were long and included details of the 'bobo' doll experiment.

Centres should be aware that it is highly unlikely that learners will be required to describe experiments in exam questions, but alternatively should prepare their learners to apply theories developed from the experiments instead.

4 marks

9 Explain how practitioners use social learning theory to support children's development.

Practitioners can use Bandura's social learning theory to support children's development. Bandura theory says that children learn ~~through watching~~ behaviours through watching others, particularly adults. ~~The~~ practitioners ~~should~~ should display positive behaviour and pro-social behaviour. The practitioner could support children's development by setting up a role play activity displaying wanted behaviours. For example, saying please and thank you. Practitioners also need to understand that a behaviour a child is displaying may be because they've witnessed it somewhere else, like at home. When a child displays unwanted behaviour, practitioners need to ensure that when discussing the child they are saying that the behaviour was bad and not the child.

(Total for Question 9 = 4 marks)

### Question 10

This question was designed to test understanding of social class as cited in Learning Aim D under social political factors. Examiners commented on a substantial number of responses where learners attempted to comment on classes to help communication as opposed to social class as a socio economic factor.

Many learners who did address social class in its correct context only tended to comment on the economic aspects of it i.e. poverty. Out of those learners many made statements that the lower classes could not afford to go to school or afford showers and clean clothes. Learners should be able to demonstrate a full and realistic understanding of social class and other factors which influence children's development from a range of different aspects, if they wish to access the higher marks within level 2 and 3 bands.

10 marks

**10** Discuss the effects that social class can have on a child's overall development.

(12)

Social class can have a ~~g~~ very large effects on holistic development. Often, higher class children will be eligible for private schools / expensive schooling meaning they can gain a much richer education than someone who ~~g~~ attends a public school. This means higher class children will have further developed cognition than lower class children. Typically, children of the higher class will be able to afford more leisure opportunities and therefore they will get out more and socialize with others. Children of the lower class ~~may~~ <sup>may</sup> be from families with financial problems and will miss out on these types of opportunities meaning they ~~get~~ have less chances to develop their social and physical skills and experiences. Higher class students may be more confident about themselves, their family, their house ~~and~~ etc. Whereas children with less money could suffer from ~~self~~ <sup>self-esteem</sup> issues, bullying and poor confidence. Children of a lower class are more likely to experience

or see abuse, use of drugs and alcohol/harmful substances, neglect, poor living environments and personal hygiene.

On the other hand, children of higher classes may get very little attention from their parents. They may be sent to boarding schools, summer camps or spend most of their time being forced to study and pressured into unwanted careers and other life ~~etc~~ choices. This would leave a child's holistic development damaged because children are not able to form strong bonds with parents which is essential to ensure typical development. Emotionally, children who are always away from their parents, will ~~be~~ feel unsupported, perhaps unwanted or even unloved. Children of lower classes get quality time with parents, are free to make mistakes and take acceptable risks. These things are all character building, confidence boosting and all are good to ~~ensure~~ <sup>help</sup> children develop in a more typical way.

### Question 11a

A short case study was provided regarding a four year old with a hearing impairment. Learners were required to discuss how overall development may be delayed if no additional support was provided. Learners in general addressed PILES in their responses, however little reasoning was demonstrated as to the particular effects of a hearing impairment on the specific areas of development, with weaker learners merely stating the area of development which may be affected.

Credit was given for well thought out responses such as 'physical development would be affected because she may not be able to join in fully if she could not hear instructions'.

10 marks

- (a) Discuss how Imra's overall development may be delayed if there is no additional support for her.

(12)

If Imra doesn't receive that support that she needs then her overall development will be affected. As if she's not correctly coded for having hearing impairment then she'd be treated the same as all the other children.

Physically, she will need to be helped and taught differently as they'd need to get someone to help her to understand what is being said to her concerning her physical development, for example teachers are going to need to know how to communicate with her to help her with things like holding a pencil correctly and writing letters.

If not helped her cognitive development may be delayed as she'll need to learn how to read and pronounce words or to speak sign language or else there'll be no way with her to communicate properly when she grows up, when it comes to using and learning more complex concepts.

If not helped, emotionally Imra will become very frustrated, which may cause her to become withdrawn as she may not know how to communicate and show her emotions, and what she's thinking and

feeding.

This then has a dominos affect her socially as becoming withdrawn from others will result in her not being able to be bonds and relationships with others which can hold her back in the future.

In conclusion if Mira is not giving the right and sufficient additional help then her overall development will be comprised and affected, delaying her development.

### Question 11b

Learners tended to provide appropriate named theories but very rarely followed through to apply them to the subject of the case study, which once again illustrated limited application of theory skills from a large number of learners.

7 marks

(b) Evaluate which **two** named theories would be **most** effective in supporting Imra's overall development.

(8)

Pavlov and Bandura would be two theories who could help Imra's development. Pavlov used the idea of conditioning to get a response. This can be used to support Imra's development. The practitioners can condition Imra such as when it is time to pack away she may not hear the bell so a practitioner could show a red card to say it is time to tidy up. Furthermore ~~she~~ whenever she sees the red card she will know it is time to pack up. Bandura is the second theorist who could help Imra's development. His theory of watching others and copying. Practitioners could use his theory by conducting activities with Imra in order for her to understand and copy what things mean. Once she has seen a role model carry out the activity she may copy which will help her development.



For more information on Edexcel qualifications, please visit  
[www.edexcel.com/quals](http://www.edexcel.com/quals)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual  




Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

