

Examiners' Report/ Lead Examiner Feedback

June 2015

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

Unit 1: Child Development (20780E)

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June 2015

Publications Code BN041020

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General comments on the exam

In this series learners showed good application of knowledge of children's growth and development by extracting relevant information from the case study. Improved knowledge of theories was evident. However, as in previous series, examiners commented on learners' difficulties in applying the theories to the children in the case studies and scenarios.

Centres should continue to use the sample assessment materials and previous papers to enable their learners to practice exam technique, in particular writing responses which are focused on the question. Examiners commented that many learners are writing responses for the eight, ten and twelve mark questions which are not to the point, and included material which was not relevant. This resulted in extensive writing, which, as a consequence meant some learners ran out of time. Examiners were pleased that learners understood that shorter responses are required for the two to four mark questions and in general are providing accurate, focused responses which enable them to access marks.

Part One

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

Question 1

The majority of learners were able to give two correct examples from the case study showing understanding of the normative age/stage of language development. This question was well answered.

Two marks example

- 1 Identify **two** examples that indicate Philo is **not** meeting his language development norms.

1 Does not express himself verbally.

2 Only communicates using short phrases.

(Total for Question 1 = 2 marks)

Question 2 (a)

The majority of learners were able to give two correct examples from the case study showing understanding of the normative age/stage of emotional development.

Question 2 (b)

This question required a description of two factors affecting the emotional development of Philo.

Most learners were able to identify two factors; to gain four marks, how the behaviour would be affected needed to be included.

Two marks example

(b) Describe **two** factors which may have affected Philo's emotional development.

(4)

1 One factor that may have affected Philo's emotional development is that Philo's parents are divorced, this will have an influence on his behaviour and emotions.

2 Another factor that would affect Philo's emotional development is that he was exposed to aggressive behaviour between his mother and father.

Four marks example

(b) Describe **two** factors which may have affected Philo's emotional development.

(4)

1 His mother Lorna returning to work may have affected Philo's emotional development as he could become insecure and not feel that his mother is going to come back.

2 the parents divorce ~~due~~ due to the father's aggression may have affected his emotional development because he would see his parents arguing and this could make him scared or sad bringing down his self-esteem and confidence.

Question 3 (a)

In order to provide appropriate responses learners needed to know the normative age/stage of cognitive development of a child aged seven. Some learners identified that George could not remember times tables or tell the time using an analogue clock; these are not expected at age seven.

Two marks example

- 3 (a) Identify **two** examples that indicate George's cognitive development is **not** meeting the norms for his age.

(2)

- 1 He can understand basic symbols however he has difficulty with simple numeracy problems.
- 2 George sounds out words when he is reading to his teacher but cannot say the words.

Question 3 (b)

This question required learners to indicate two aspects of information processing theory and for a further two marks describe how the theory could be used to support George's numeracy skills. Many responses made reference to short and long term memory; responses which gave age appropriate ways to use the theory to support numeracy were credited with four marks.

Two marks example

- (b) Describe **two** ways in which information processing theory can be used to promote George's numeracy skills at school.

(4)

- 1 Making George's learning interesting and fun would mean that the numeracy information could be easily encoded.
- 2 Given clear opportunities, George can retrieve his numeracy information and put it into practice.

Four marks example

(b) Describe **two** ways in which information processing theory can be used to promote George's numeracy skills at school.

(4)

1. Memory - George can be taught numeracy through repetition (Atkinson and Shiffrin) by repeating common phrases eg. times tables. It will be inserted into long term memory.
2. They could use a learning technique such as chunking. Short term memory lasts 7 1/2 seconds. Get a chunk in or a rhyme to remember. Lyrics are easily taught (tune) e.g. the 9x table on fingers lose one add one technique.

Question 4

Learners were asked to describe how Bruner's theory of learning may be used to support Philo's cognitive development. The majority of responses were only able to indicate some aspects of Bruner's theory. As a consequence, the overwhelming majority of learners could only access level 1 in the mark scheme as there was no application.

Learners attempted to apply the theory to the case study. However, only the more able learners were to provide relevant examples of how the theory might be applied to supporting the cognitive development of a four year old to access marks in level 2 and 3 of the mark scheme.

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

5 marks example

4

Philo is four years old.

Scaffolding.
Spiral Curriculum

Discuss how Bruner's theory of learning may help to support Philo's cognitive development.

By using ~~new~~ Bruner's Scaffolding theory by the practitioner going back and ensuring he has a solid understanding of something for example Philo can become confused between fantasy and reality so ensuring he understands the difference they can then build on it. Also by using ~~the~~ spiral curriculum, by going back and building on something but teaching him a different way so it will be building on what he knows, or going back to see if he understands, ~~so~~ so by seeing if he knows ordering, because he gets confused between fantasy and reality they will then know what he can and can't do. Also using the spiral curriculum and the scaffolding theory they can develop his mathematical skills and ~~the~~ other cognitive skills. By using the symbolic theory by showing symbols to start with to teach him something it would help him understand.

(Total for Question 4 = 8 marks)

Question 5

This question required learners to discuss how the teacher could support George using Bronfenbrenner's theory. It was pleasing that many learners were able to make some relevant points regarding the theory and apply them to George, thus enabling them to access marks in Level 2 and some in Level 3 of the mark scheme.

6 marks example

5 George attends primary school.

Discuss how the teacher can support George by using Bronfenbrenner's ecological system of human development.

Georges teacher could support George by giving him more opportunities to go on outings with the school. This would be good for ^{him} because it's supporting his development and his Mesosystem environment (in Bronfenbrenners ecological system). It could help his moral, social, emotional and language development if, for example, the class went swimming. However the teacher cannot change where George lives (Microsystem) or that his family have little money however the teacher can give mum sign posts for financial support so mum can afford to buy them tays or take them out. Georges teachers could also talk to dad (Microsystem example) and tell him about the effects of giving him treats for going in goal at football and make him more knowledgeable to the overall effects of the food he is reinforcing his son with.

(Total for Question 5 = 8 marks)

Question 6

Learners were required to discuss how theories of moral development can provide understanding of George's behaviour. Some learners did not provide relevant material as they were unable to correctly identify the theories. This may have been because the names of the theorists were not included in the question. The unit content for Learning Aim B, however, gives the theorists under the heading 'Theories that consider moral development'. Learners that were able to show understanding of the theories and apply them appropriately to George's behaviour as described in the case study were able to access level 2 and 3 within the mark band.

7 marks example

6 Discuss how theories of moral development can provide an understanding of George's behaviour.

Lawrence Kohlberg suggests that children go through stages in their life called pre-moral, moral realism and pre-conventional. In the pre-moral stage George would've tested what actions and behaviours would get different reactions such as punishment or praise. As George is in the moral realism stage he ^{will be} very much influenced by adults such as parents and teachers and their views on particular behaviours. George will "shout at other children," "foul other players" when he thinks ^{an} adult isn't watching, "will push the queue - if the teacher isn't watching" and "calls other children names", this would be considered as undesirable behaviour but it is noticeable that he only tends to do it if he believes an adult isn't watching. This shows that he is fully aware that what he is doing is wrong but he will do it to avoid punishment. George avoids punishment because he is aware that what he is doing is wrong, he knows that adults will be unhappy and see it as undesirable behaviour but he understands he may get away with it if he can avoid the punishment. It is almost as if he ~~is~~ ^{may be} urged to. His father is a negative role model to George ~~so~~ as he was aggressive to George's mother, this may mean that he believes some things are acceptable that other people see as unacceptable.

(Total for Question 6 = 10 marks)

Part Two

Question 7

This question required an explanation of what is meant by both growth and development. The majority of learners were able to identify one aspect of growth and one of development but did not develop their responses to explain, which was needed for 4 marks.

Centres need to ensure learners understand the requirements of the command words in the question to enable them to develop their responses.

2 marks example

7 Explain what is meant by **both** growth **and** development.

Growth is to do with the child's physical body such as head circumference, height and weight.

Development is more to do with the things you can't measure such as brain activity and intellectual skills.

4 marks example

7 Explain what is meant by **both** growth **and** development.

Development is the learning of skills and abilities, beginning to acquire more ability cognitively, linguistically, physically, socially and emotionally. Growth is the actual physical being getting larger and becoming stronger, gaining control over you. E.g. getting taller.

Development ~~can be measured~~ can't be measured by or be tracked against developmental norms, whereas growth can be measured on a centile chart as it is focused on the enlargement of different parts of the body.

Question 8

This 4 mark question needed a succinct response. Most learners correctly showed good understanding of how positive reinforcement is used to support behaviour change in children, providing appropriate examples. In many cases negative reinforcement was incorrectly described as punishment.

2 marks example

- 8 Describe how Skinner's theory of operant conditioning can be useful in understanding how children learn behaviours.

Skinner's operant conditioning theory was that you could train the children to do what you wanted them to do by using positive and negative reinforcers. Children can learn behaviours by being rewarded everytime they do the right thing, in the end they'll keep doing the right thing automatically.

4 marks example

- 8 Describe how Skinner's theory of operant conditioning can be useful in understanding how children learn behaviours.

Skinner believed that children can be conditioned to display or not to display particular behaviours through both positive and negative reinforcement. Positive reinforces will encourage behaviour whereas negative reinforcement is likely to encourage a child to avoid a behaviour. This is called operant conditioning. Positive reinforces could be in the form of praise and encouragement and rewards, whereas negative could be punishment such as taking away a belonging or telling off a child.

(Total for Question 8 = 4 marks)

Question 9 (a)

A short scenario was provided regarding a four year old who was not meeting physical development norms. Learners were required to discuss the importance of early recognition of this atypical development. Many learners focused their responses on the effect on her all round development which was an unbalanced answer and could only be credited in the level 1 band of the mark scheme. Credit was given for developed responses which considered the importance of early recognition for long and short term outcomes for the child.

Centres should consider providing case studies to enable learners to practice answering questions 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.

9 marks example

9 (a) Karim is three years old and is **not** meeting physical development norms.

Discuss the importance of the early recognition of Karim's atypical development.

(12)

It is very important that practitioners or early years professionals are able to recognise Karim's atypical development physically as the practitioners/early years professionals will be able to now provide her with support for her additional needs.

This support can be through providing activities to stimulate her physical skills, such as finding an object she enjoys and then using that to support her, without the early recognition the practitioners would not have been able to provide support in the setting to further develop her physical skills, meaning she would have not received first hand support and wouldn't have motivation to participate in activities that support these skills. Also without the early recognition of this development she would not have received additional support from other services such as professionals who can focus on the particular area of physical development whether that be fine motor, gross motor or balance skills for example. The professionals may also be able to recognise why she is not developing as expected which may be related to other areas of development such as her cognitive development. This may also help discover a disability which she should be given extra support for. As a result without the early recognition of

Karim's atypical development professionals would also be unable to support her in other areas that need focusing on which can have an impact on Karim holistically in her development. Professionals may also be unable to recognise a disability such as a learning disability where the child finds it difficult to learn as quickly as others, make connections between experiences and doing things. At my setting we follow the EYF5 ^{and} ~~the~~ development matters to ensure that we track children's development through observation and assessment, this way we are able to recognise any early signs of atypical development so we can provide ~~supp~~ necessary support and prevent it ^{the problem} from having an impact ~~on~~ on the rest of the child's ^{overall} life. Early intervention is extremely important as it enables professionals to help provide support and resolve a problem before it has an impact on the child's future but also on other areas of development as they are all interlinked and are likely to be impacted as a result.

Question 9 (b)

Learners were able to provide some information about Erikson's psychosocial theory, but were very rarely able to follow through to apply this knowledge to the subject of the case study, which once again illustrated limited application of theory skills from a large number of learners.

8 marks example

(b) Explain how a practitioner can use Erikson's psychosocial theory to promote Karim's development.

(8)

Erik Erikson is a theorist that suggests that children go through life either overcoming conflicts or being impacted by them. A child who has support from adults during conflict is likely to grow into a strong confident individual. Karim is in the autonomy vs guilt stage on Erikson's model of personality development. Practitioners should ensure that this atypical physical development should not affect her emotionally. They should do this by providing her with confidence and courage through praise and encouragement, rather than making her feel guilty for being unable to accomplish physical skills as that other child her age is capable of. If Karim was to be made ~~as~~ feel guilty she would likely as a result lack confidence in her self and have a low self-esteem which would be a barrier to her developing her required physical skills. If she had a feeling of low self-worth she would not be as motivated to practise a skill rather whereas if she was provided with encouragement and was able to overcome the emotional impact, she would then be able to focus on further developing her skills than focusing on the upset of being unable to do it.

(Total for Question 9 = 20 marks)

Question 10

Most learners identified one or more health, diet or lifestyle factor which could affect the unborn child. Many were unable to develop their responses to discuss accurately how the factors would affect the later growth or development of the unborn child; this did not enable them to access marks in the level 2 or 3 bands.

3 marks example

10 Suki is three months pregnant.

Discuss how Suki's health, diet and lifestyle choices can affect the later growth and development of her unborn child.

At early pregnancy, health diet and lifestyle can all impact on the unborn babies development and growth. ~~pregnant~~ If Suki decided to smoke and drink alcohol whilst pregnant, this can have damaging effects to her baby as the toxins from the smoke are passed through her blood to the babies, causing effects such as ~~underdevelopment~~ underdevelopment of respiratory system or brain damage. the alcohol can give the baby alcohol poisoning.

Suki needs to avoid certain foods whilst pregnant and eat a balanced diet as she is providing for herself and the baby. She can not eat certain foods such as raw egg/ meat, as these cause the baby to develop abnormally. Everything she eats must be thoroughly cooked.

Suki should keep fit and healthy whilst pregnant as this will project on to her child, if she gains too much weight this can cause complications during childbirth. If the babies developmental pattern is altered at an early stage, their whole growth pattern will be changed and this can cause abnormal growth and the underdevelopment of organs.

8 marks example

10 Suki is three months pregnant.

Discuss how Suki's health, diet and lifestyle choices can affect the later growth and development of her unborn child.

Suki's health, diet and lifestyle choices now can have a dramatic impact on the unborn child both positively and negatively. If Suki was to smoke while she was pregnant she could cause serious health problems to the child's developing body and brain. Drug abuse and alcohol abuse can also prevent the unborn fetus from developing as normal as the drug use and alcohol intake could damage the child's developing cells, organs and body. If Suki was not to take drugs, alcohol or smoke while she is pregnant she will be providing her child with a healthy start to and will not affect its normal rate of development, as a result is more likely to be a child that is born with a healthy heart, brain and body.

If Suki has a healthy diet such as eating a variety of foods in the correct proportions according to the healthy eating plate she is likely to provide both herself and the child with the correct amount of nutrients, vitamins and other supplements vital to a healthy developing body. Without this healthy diet, Suki will be likely to be having a poor diet which ~~isn't~~ ^{means not} eating a variety of different foods. She could be eating mainly fatty starchy foods which

will not provide her or her child the correct vitamins, minerals and nutrients to help her unborn child develop healthy and. This may lead to the child not having to (in extreme cases) not having the correct protein, nutrients etc to develop in a way which is normal and healthy which could lead to health issues.

If Suki was to exercise while pregnant with her unborn child she would be able to help the child's development as the child will be able to develop normally, growing a healthy heart and brain, exercise will ~~also~~ also have benefits on the child as it will make them less likely to suffer from disability or abnormal growth and development. If Suki was not to participate in some type of physical activity she will not be able to support her child's body well enough in result, ^{being} not incapable to support the child.

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