



Mark Scheme (Results)

January 2016

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

Unit 1: Child Development (20780E)

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Question Number	Answer	Mark
1	<p>Award one mark each for identification of each example that is relevant to Toby, up to a maximum of two marks:</p> <ul style="list-style-type: none"> • Importance of friends (1) • Dressing up/pirate parties (1) • Can follow instructions/rules (1) • Playing with friends (1) • Can take on an imaginary role/plays imaginatively (pirate and pirate captain) (1) • Plays with Maya/gives Maya attention (1) • Helping in the classroom/adults (1) 	2

Question Number	Answer	Mark
2	<p>Award one mark each for identification of each example that is relevant to Toby, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Cannot tie his shoe laces (1) • Holds a pencil like an adult/tripod grasp/correctly (1) • Hand preference established/is left handed (1) • Can write (letters) (1) • Has good control of pencil (1) • Uses scissors to cut out shapes (1) 	2

Question Number	Answer	Mark
3	<p>Any from the following: answers should contain two linked points which in combination provide a logical description of how Mr Dhillon could further develop Toby's literacy skills, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Positive reinforcement/praise/reward/Skinner's theory (1) • Encourage Toby to learn more words (1) • Learning from others/Vygotsky's theory/Zone of Proximal Development (1) • To increase the number of words/size of words he can read/write (1) • Provide rhyming games (1) • To help Toby to identify word patterns (1) • Activities to match spoken words with written words (1) • To help Toby to identify sounds (1) • Practise writing letters of the alphabet/words (1) • To help Toby recognise letters/words/spell (1) • Show Toby how letters match to pictures (1) • To help Toby recognise sounds of letters (1) • Use phonics (1) • To help Toby link/blend sounds to words (1) • Read stories one to one or group (1) • Using Toby's interests will help develop his reading skills (1) • Give Toby a book to read/look at (1) • To help him recognise words/sentences (1) <p>Accept any other age appropriate answers.</p>	4

Question Number	Answer	Mark
4 (a)	<p>Award one mark for identification of each example that is relevant to Toby NOT meeting the norms for his age, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Does not understand concepts of position above/ below (1) • Does not understand concepts of time such as yesterday/ tomorrow (1) 	2

Question Number	Answer	Mark
4 (b)	<p>Any from the following: answers should contain two linked points which in combination provide a logical description of how Bruner's theory could help, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • Provide opportunities for learning through play/ exploration/active learning (1) • Will help Toby to make connections between what he is doing and past experiences (1) • Mr Dhillon spends time interacting/ questioning (1) • To help Toby make connections/develop reasoning/understand concepts (1) • Mr Dhillon scaffolding/supporting during activities (1) • Gradually removing support to encourage Toby to think independently (1) • Spiral curriculum (1) • revisiting topics to consolidate learning (1) • Use images/ illustrations to support learning (1) • Toby is in Bruner's iconic stage (mode of thinking)/information is stored as images (1) <p>Accept any other appropriate response.</p>	4

Question Number	Indicative content	Mark
5	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content</p> <ul style="list-style-type: none"> • According to Piaget, children learn by discovery • Pre-operational stage of Piaget's theory e.g. use of symbols (such as words or pictures) to represent objects, egocentric, concrete thinking, cannot conserve, can classify by sorting/matching, have understanding of past, present, future but focus on present • Knowing Piaget's learning theory is a constructivist approach e.g. children build up their thoughts according to interactions and experiences • Observe the child to know what aspect of pre-operational stage (or concrete operations) he has reached • Understanding that children need to be ready to learn at the next stage (concept of readiness) • At pre operational stage children cannot see things from another point of view • Plan strategies to provide practical hands-on experiences to support aspects of Toby's numeracy development e.g. sorting games using 'more' & 'less', sharing 10 items evenly between two people • Understanding of ways to support Toby to conserve number e.g. through practical activities • Understanding of process of adaptation (assimilation, equilibrium. disequilibrium, accommodation) <p>Reference may be made to:</p> <ul style="list-style-type: none"> • Athey's schema theory • Bruner's theory (active involvement of adults), e.g. enactive mode, iconic mode. • Vygotsky's theory (interaction with adults),e.g. to develop further skills • Piaget's stage theory may have underestimated children's level of thinking • Children may show features of more than one stage. 	8

Level 0	No relevant material.	0
Level 1	Demonstrates some knowledge of Piaget's learning theory. Limited application of theory. Basic description of information. The answer may lack precision or detail and does not provide an adequate answer to the question.	1-3
Level 2	Demonstrates accurate knowledge of Piaget's learning theory. Identifies relevant approaches with discussion of links to theory. Logical and clear with use of appropriate language.	4-6
Level 3	Demonstrates thorough knowledge and understanding of Piaget's learning theory. A well-developed and balanced discussion showing thorough understanding of how to apply the theory. Logical and clear with consistent use of appropriate language.	7-8

Question Number	Indicative content	Mark
6	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content</p> <ul style="list-style-type: none"> • According to Bowlby, a child has an inborn need to form a primary attachment with one main figure • According to Bowlby a child should receive the continuous care of the single most important attachment figure for the first two years of life • According to Bowlby, children may demonstrate separation distress (protest, despair, detachment) if separated from attachment figure • Attachment gives children a secure base for exploring the world • Signs that show Maya shows has formed an attachment to Jayne (adoptive mother) e.g. as she want to be comforted by her, upset when Jayne leaves her) • Maya shows separation distress when Jayne leaves her • Maya has formed an attachment within the first 12 month which is described by Bowlby as the critical period for attachment • According to Bowlby, disrupted attachment may cause maternal deprivation • According to Bowlby, there are long-term consequences of maternal deprivation (resulting in long-term social, emotional and cognitive difficulties) • The potential long term effects on children’s development if adoption is after 12 months <p>Reference may be made to:</p> <ul style="list-style-type: none"> • Mary Ainsworth’s research into strength of attachment • Criticisms of Bowlby’s theory 	8

Level 0	No relevant material	0
Level 1	Demonstrates some knowledge of Bowlby's theory. Limited application of theory. Basic description of information. The answer may lack precision or detail and does not provide an adequate answer to the question.	1-3
Level 2	Demonstrates accurate knowledge of Bowlby's theory. Discusses relevant effects of adoption on Maya with links to theory but will be imbalanced. Logical and clear with use of appropriate language.	4-6
Level 3	Demonstrates thorough knowledge and understanding of Bowlby's theory. A well-developed and balanced discussion showing thorough understanding of effects of adoption on Maya relevant to the theory. Logical and clear with consistent use of appropriate language.	7-8

Question Number	Indicative content	Mark
7	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content.</p> <p>Pavlov</p> <ul style="list-style-type: none"> • Pavlov is a Classical Conditioning theorist • Pavlov's research was based on animal experiments • According to Pavlov behaviour is learned through association with a stimulus e.g. key words , sounds, actions • Maya associates comfort with her milk feed <p>Skinner</p> <ul style="list-style-type: none"> • Skinner is an Operant Conditioning Theorist • Skinners's research was based on animal experiments • According to Skinner behaviour which is reinforced is repeated • Positive reinforcers include praise and rewards • Maya smiles and Toby responds by playing (positive reinforcement) and Maya repeats behaviour (Skinner) • Negative reinforcement could be used to prevent Maya crying by preventing Toby's friends from going near her. <ul style="list-style-type: none"> • Attachment strengthened by conditioning <p>Reference may be made to:</p> <ul style="list-style-type: none"> • Criticisms of theories based on animal experiments (animals cannot reason, think about their experiences) • Links to Bowlby's attachment theory • Links to Bandura's social learning theory 	10

Level 0	No relevant material.	0
Level 1	Demonstrates some knowledge of operant conditioning and/or classical conditioning theories. Basic description of information. Little evidence of discussion of relevance of theorie(s) in understanding Maya's behaviour. The answer may lack precision or detail and does not provide an adequate answer to the question	1-4
Level 2	Demonstrates accurate knowledge of both operant conditioning and classical conditioning theories. Some discussion of relevance of both theories in understanding Maya's behaviour but will be imbalanced. Logical and clear with use of appropriate language.	5-7
Level 3	Demonstrates thorough knowledge and understanding of both operant conditioning and classical conditioning theories. A well-developed and balanced discussion showing thorough understanding of how the theories help understanding of Maya's behaviour. Logical and clear with consistent use of appropriate language	8-10

Question Number	Answer	Mark
8 (a)	<p>Award one mark for identification of each example of an expected transition of a five year old, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Transition from pre-school / nursery to school / home to school (1) • Change of classroom (1) • Change of teacher (1) • Change of friendship group (1) • EYFS to key stage 1/playing to learning (1) <p>Accept any other age-appropriate response.</p>	2

Question Number	Answer	Mark
8 (b)	<p>Any from the following: answers should contain one linked point which in combination provides a logical description of how an expected transition could affect one area of a five year old's development positively or negatively, up to a maximum of two marks.</p> <ul style="list-style-type: none"> • Effect on cognitive development (1) • Demand of new curriculum, affecting (1) concentration/new skills required • Effect on emotional development (1) • Different behaviour expectations in new setting/ feeling insecure /upset/ increased need to be independent (1) • Effect on social development (1) • Difficulty in developing new relationships with teacher/ peers/form friendships/ • Effect on language development (1) • Increase / access of vocabulary/ language development (1) • Effect on cognitive development (1) • Stimulated by new learning opportunities (1) <p>Accept any other age-appropriate response.</p>	2

Question Number	Indicative content	Mark
8 (c)	<p>Any from the following: answers should contain two linked points which in combination provide a logical description of how Bandura's theory could be used, up to a maximum of four marks.</p> <ul style="list-style-type: none"> • The importance of role models (1) • From which the child learns behaviours / skills / concepts (1) • Bandura's theory shows that children learn through observing/watching other children/adults (1) • By copying/imitating the adults /others/key person (1) • Children may learn self-efficacy and empowerment (1) Influenced by adults' / others / key person's behaviour (1) 	4

Question Number	Indicative content	Mark
9 (a)	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content.</p> <p>Short term</p> <ul style="list-style-type: none"> • Affecting emotional development as child may be constantly sad /withdrawn/ lack confidence • Physical effects, e.g. stomach ache, headache, upset stomach, bed wetting, poor appetite • Afraid / refuse to go to school • Cognitive effects e.g. difficulty in concentrating affecting performance in school • Effect on friendships which are really important at 7 years (social development) • Stress causing nightmares/ waking up screaming • Negative effect on self- concept <p>Long term</p> <ul style="list-style-type: none"> • Continued low self esteem /lack of self worth • Interpersonal difficulties, e.g. including fear and avoidance of new social situations, increased tendency to be a loner, difficulty trusting people • Reduced education outcomes/ occupational opportunities • Chronic depression, which could result in alcohol or substance abuse, self-destructive behaviour, suicidal tendencies • Lingering feelings of anger and bitterness, desire for revenge. • Perception of self as easy to victimize, overly sensitive, and thin-skinned • Post-trauma psychological disorders • Increased incidence of continued bullying and victimisation (abusive relationships). • Mitigating factors e.g. appropriate support/ early recognition • Bronfenbrenner's theory- importance of micro systems and mesosystems working together <p>Reference may be made to:</p> <ul style="list-style-type: none"> • Erikson's life stages and the effects on personality • Harter's model of self-esteem <p>Cooley's theory of the 'Looking Glass self'</p>	12

Level 0	No relevant material.	0
Level 1	Demonstrates some knowledge of long and short term effects. Basic description of information. Little evidence of discussion. The answer may lack precision or detail and does not provide an adequate answer to the question.	1-4
Level 2	Demonstrates accurate knowledge of long and short term effects. Partially developed discussion of effects relevant to a seven year old in the long term and short term but will be imbalanced. Logical and clear with use of appropriate language.	5-8
Level 3	Demonstrates thorough knowledge and detailed understanding of long and short- term effects relevant to a seven year old. A well-developed and balanced discussion showing detailed understanding of the relevance of the effects. Logical and clear with consistent use of appropriate language.	9-12

Question Number	Indicative content	Mark
9 (b)	<p>Answers will be credited according to the learner's demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content.</p> <p>Harter</p> <ul style="list-style-type: none"> • Ideal self is the person that someone wants to be, whereas the real self is who someone is. • Self-concept is how the child fits into the social world • Self- image is affected by people around the child <p>Cooley</p> <ul style="list-style-type: none"> • The looking glass self is defined as a person's view of himself, grows out of the perceptions of others. • The image of the self is shaped by society. • A weak self-image leads to belief that others' opinions are more important than own. <p>Erikson</p> <ul style="list-style-type: none"> • Personality is not fixed • Stages of personality development • Personality influenced by parents/significant adults • Reference to correct stage at 7 years – industry vs. inferiority • Krishna may believe that others are better him due to bullying • Krishna may have a negative self-image/ low self-worth leading to doubt about actions and ideas • Krishna may think others' opinions as more important than his own. • Krishna may compare himself to others • Encourage him to try out new things • Give him praise when there is opportunity • Reacting appropriately if mistakes are made • Give Krishna positive and unconditional support • Smiling/using positive body language will encourage him. • Positive feedback will enhance his positive image of himself and will increase levels of confidence. • Joining in activities with other children will help him to see he is valued/ increase confidence • Helping parents to understand the need to do the same as the practitioners / consistency <p>Reference may be made to: Bronfenbrenner's theory- importance of micros systems and mesosystems working together to support Krishna's self-esteem.</p>	8

Level 0	No relevant material.	0
Level 1	Demonstrates some knowledge of one theory. Basic description of information. Little evidence of how of theory could be used. The answer may lack precision or detail and does not provide an adequate answer to the question.	1-3
Level 2	Demonstrates accurate knowledge of one theory. Some explanation of how theory could be use. Logical and clear with use of appropriate language.	4-6
Level 3	Demonstrates thorough knowledge and understanding of one theory. A well-developed and balanced explanation showing understanding of how the theory could be used. Logical and clear with consistent use of appropriate language.	7-8

Question Number	Indicative content	Mark
10	<p>Answers will be credited according to the learner’s demonstration of knowledge and understanding of the material, using the indicative content and level descriptors below. The indicative content that follows is not prescriptive. Answers may cover some/all of the indicative content.</p> <ul style="list-style-type: none"> • At three years children speak in sentences • At three years children’s speech is easily understood by others • Early referral to specialist help can be made • Appropriate resources can be provided • Additional support may be provided by other professionals e.g. speech therapy • Assessment may be needed to identify conditions affecting language • Medical treatment may be required e.g. for hearing loss • Speech and language may improve by the time the child starts school • Parents and professionals can work in collaboration to support child • Minimises effect of speech and language difficulties on behaviour e.g. frustration • Reduces negative effect on learning/ cognitive development • Enables child to join in play with others/ form friendships/ supports social development • Reduces negative effect on self-image/self-esteem • Increased likelihood of a positive long-term outcome if intervention is early and appropriate <p>Reference may be made to:</p> <ul style="list-style-type: none"> • Information processing theory • Theories that consider the development of self-esteem • Bronfenbrenner’s theory- importance of micros systems and mesosystems working together • Chomsky’s Language Acquisition Device/critical period. 	8

Level 0	No relevant material.	0
Level 1	Demonstrates some knowledge of advantages. Basic description of information. Little evidence of discussion. The answer may lack precision or detail and does not provide an adequate answer to the question.	1-4
Level 2	Demonstrates accurate knowledge of advantages. Partially developed discussion of importance of early intervention relevant to a three year old, but will be imbalanced. Logical and clear with use of appropriate language.	5-8
Level 3	Demonstrates thorough knowledge and detailed understanding of the advantages of early intervention. A well-developed and balanced discussion of the advantages of early intervention relevant to a three year old. Logical and clear with consistent use of appropriate language.	9-12

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