



Examiners' Report Lead Examiner Feedback

June 2016

NQF BTEC Level 3 Nationals in CPLD

Unit 1: CPLD (20780E)

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General comments

In the May 2016 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 knowledge of theorists and encouraging evidence that some students were now demonstrating ability to apply those theories to the case studies. Students would benefit from continuing centre efforts to use case studies to enable their learners to practice the application of theories to given scenarios. It would assist students to additionally practice application of knowledge specifically to age related questions, as some responses were seen to be generic and did not address the age of the subject when areas of development were applied.

Centres should continue to use current sample assessment materials and previous papers to enable their students to practise exam technique. Some students are still writing far too much in response to questions and penalising themselves through extensive writing, which is not going to get them any more marks than is stated on the paper at the end of the question. 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. Centres should also ensure that their students fully understand what is required from the command verb within each question. Centres are able to gain further advice and guidance of how learners can address the spectrum of command verbs by contacting Pearson.

Centres also continue to be strongly encouraged to ensure that all aspects of the unit content is covered through delivery of the unit to ensure that their learners have the knowledge to access the entire paper.

Grade Boundaries for this, and all other papers, can be found on the website on this link: <http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

| Grade | Unclassified | Pass | Merit | Distinction |
|----------------------|---------------------|-------------|--------------|--------------------|
| Boundary Mark | 0 | 33 | 45 | 58 |

Section A

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

Question 1

Learners were asked to identify two examples which could be found within the case study that indicated Alexi was meeting social development norms. The overwhelming majority of learners correctly cited two appropriate examples of social development from the case study and were awarded two marks.

The following example gained the full 2 marks and addressed the command verb 'indicate' appropriately.

1 Identify **two** examples that indicate Alexi is meeting his social development norms.

2

1 Enjoys playing ball games in the fields with other boys

2 Enjoys playing with other children and in particular likes role play.

Question 2

As with Question 1, the command verb was 'indicate', with two examples showing that Nadia had met her physical development norms required to be quoted from the case study. The majority of learners scored the full two marks, providing good indication that students are aware of development in relation to age.

The following example gained the full two marks, the responses are concise but accurate. 'Running' on its own was not accepted as it was seen to be too vague; however 'good at running' was seen to provide enough detail and demonstrated sufficient knowledge for the examiner to award the mark.

2 Identify **two** examples that indicate Nadia is meeting her physical development norms.

2

1 She has excellent balance

2 Shes good at running

Question 3

The command verb for Question 3 is 'explain', with students being requested to explain two aspects of Nadia's home life which may affect her development. There is a wide range of possible responses stated on the mark scheme for which credit could be awarded. The following example is an excellent response which clearly uses relevant information from the case study and develops it to explain how it would affect development. The examiner awarded four marks.

3 Explain how **two** aspects of Nadia's home life may affect her development.

4

- 1 Nadia's family move frequently therefore she is unable to settle and be ~~sure~~ secure and may not be able to have secure multiple attachments, this will lower her confidence and discourage her from exploring.
- 2 She is often at home, with infections, and not within the setting therefore she is missing out on key learning experiences and opportunity. She may be unable to go further within development and may fall behind.

In contrast, the following response provides appropriate aspects of Nadia's home life but fails to consider how this affects development. Two marks only were awarded for this response.

3 Explain how **two** aspects of Nadia's home life may affect her development.

2

- 1 ~~she has excellent books~~
An aspect that may affect her development is that they move houses every year
- 2 Another aspect may be that they have few possessions i.e. ~~limited~~ limited toys and ~~books~~ books.

Question 4(a)

Learners were required to identify two examples of age related language development from the case study. Examiners positively reported that an overwhelming number of students gained two marks demonstrating that knowledge of language development is being accurately applied in an age related context. In this example, the learner has been awarded two marks for the first line of the response.

- 4 (a) Identify **two** examples that indicate Alexi's English language development is **not** meeting the norms for his age.

(2)

- 1 Estimated vocabulary of 150 words of English, using two-word phrases.
- 2 Imitates the boys' use of the English language.

Question 4(b)

Students were asked to describe two ways in which Chomsky's theory can assist in developing the understanding of language development in Alex, to whom English was a second language. The question was rewarded with four marks. Many students demonstrated some indication of knowledge of the critical period and language acquisition device but failed to provide any development. Some were also aware of the language rich environment for which they were also credited. Dissapointingly, only a small minority of students had enough understanding of Chomsky's theory to be able to apply it to a child with English as a second language. The following example is typical and was awarded two marks, one generous mark for an indication of an understanding of the critical period and a further mark for 'language acquisition device'. Centres should note that no marks are given for abbreviations (e.g. LAD) as they do not demonstrate enough understanding of the theory to warrant any credit.

(b) Describe **two** ways Chomsky's theory of language may be used to understand Alexi's English language development.

(4) 2

1 Children who are under the age of 10 learn language easily so as he is hearing and talking, in both languages he should become fluent in both

2 The language acquisition device is already in the child's brain so as long as he practices and speaks in both before the age of 10 he will be at the development norm

Question 5

This question required a description of two ways in which Skinner's theory of operant conditioning can be used to support behaviour. Many students were awarded the full four marks for this question by providing good understanding of the theory with some application to the case study.

However, a number of responses mentioned negative reinforcement and punishment, with a few mentioning ignoring negative behaviour by taking away rewards such as sweets or time out. There was mention of how praise could build self esteem as opposed to encouraging repeat behaviour.

The following is a good example of a response for which the examiner awarded the full four marks.

5 Describe **two** ways Skinner's theory of operant conditioning could be used to support Nadia's behaviour.

4

1 ^{Operant conditioning} ~~Positive reinforcement~~ could be used to support Nadia's behaviour by using positive reinforcement. This could be when she joins in an activity her teacher could give her lots of praise to make her feel good about participating

2 The theory of positive and negative reinforcement can be used at home when Nadia gets angry. Her parents could reward her for good behaviour and ignore the ~~bad~~ unwanted behaviour

(Total for Question 5 = 4 marks)

Total 4

Question 6

This question requires a description of two ways in which Bandura's social learning theory can be used to understand learning in relation to the case study. Many learners referred to role models and imitation/copying which were awarded marks, however there was quite a lot of repetition which could not be rewarded.

The following example was awarded four marks; it is an excellent example of what examiners expect, the learner has cited the theory and then applied it for both responses.

- 1 Bandura suggests that children learn through imitating others therefore, it can be understood that Alexi has learnt bad language from imitating his friends using the bad language.
 - 2 Bandura also suggests that when children imitate people older than them, that it's more effective with their development. This can be understood when Alexi's English vocabulary has expanded because he has imitated the other boys speaking English.
- Total

In contrast the following was awarded two marks for the first response and nothing for the second, as it is repetitive.

6 Describe **two** ways Bandura's social learning theory could be used to understand how Alexi learns from his friends.

- 1 Bandura says children watch how other children act & will use them as a role model so will copy how they act as they think that is the correct way
- 2 They can learn from their more knowledgeable other which means they'll copy from what they do.

Question 7

This is the first eight mark question on the paper and requires analysis of Vygotsky's theory. Examiners were disappointed that, in general, many students could not demonstrate enough understanding and knowledge of the theory to be able to apply it. Very often there was little beyond a brief description of the zone of proximal development and /or scaffolding.

This student has demonstrated a fair level of understanding and application and as a consequence, the work has been placed at Level Band 2. As in all questions, examiners reward positively for relevant content.

7 Nadia is seven years old and is in Mr Green's class.

Analyse how her teacher can use Vygotsky's theory to help him support Nadia's literacy skills.

cognitive-
social constructivist
logic reasoning.

5

Vygotsky's theory is a cognitive theory and is the social constructivist theory and zone of proximal development. Vygotsky believes that children can develop their cognitive development through logic and reasoning, and through being scaffolded by adults. The teacher could use Vygotsky's theory to support Nadia's literacy by giving Nadia activities just outside her capabilities (zone of proximal development), for example more more complex book to read. By doing this, and providing support from a key worker it encourages Nadia to be challenged and to develop to the next stage of her development. This is seen as scaffolding Nadia. The teacher

could also incorporate Nadia's interests into the literacy work. This could be by basing the literacy reading task on dancing as she loves dancing. This would therefore encourage Nadia to take part in the literacy activity and strengthen her literacy skills. The teacher could also use work at different difficulty stages to gradually improve Nadia's literacy skills as the zone of proximal development is just outside Nadia's capabilities.

In contrast, this next example was placed in Level Band 1, with the student demonstrating some understanding of scaffolding.

Analyse how her teacher can use Vygotsky's theory to help him support Nadia's literacy skills.

As Nadia is not meeting the level of success she needs in numeracy and literacy Mr Green can use Vygotsky's theory to help himself support Nadia. By using the scaffolding approach he can work with Nadia and go over every thing right from the beginning to make sure she understands. keep going over it and over it and then gradually build up and up until she is caught up with the rest of the class. Vygotsky also believed children were like

young ~~adults~~ adults nor meaning they acted the same but have the same potential for learning. Using Vygorsky's theory to help Nadia would be very effective and will help her get to the place she needs with the right support.

Question 8

It is pleasing that learners in general were aware of the theories of Cooley and Harter and could demonstrate some understanding of the theories, however there was also a lot of confusion regarding the difference between the two theories. Centres should always ensure that learners are fully aware of theories as they are included in two learning outcomes within the specification. Application of the theories were not always noted, the following example shows an example of work which was placed at the top of Level 2 as the learner not only demonstrated some knowledge of the theories but also responded to the question positively by applying their knowledge to the case study.

Harter believed that a child's self-esteem would only be positive if the child believed that their self-image was equal to their ideal self; self-image being what ^{who} the child believes they are and the ideal self being who the child wants to be. In order to support Nadia's emotional development it is important for her to express who she thinks she is and who she wants to be. For Nadia to be confident and have a high self-esteem it is important that she is praised, loved and made to feel worthy by the people around her; such as her parents, teachers and friends. Too much of this however, will cause Nadia to think she is perfect and better than others around her, so it is important to get a good balance.

Cooley developed a looking-glass self theory. This is where children's beliefs about themselves come from what others think of them. As Nadia is criticised by her parents she will come to believe that she is not good enough, and therefore her confidence and self-esteem will decrease.

Nadia seeks to please her parents at home as she believes by doing this they will like her more and she will feel able to like and accept herself.

Due to Nadia lacking confidence, she needs a lot of encouragement. This is because she has been made to feel by her parents that anything she does isn't good enough and she will get criticised for it.

To help Nadia build up her confidence and self-esteem, her parents should praise her more and make her feel worthy. They can do this by supporting Nadia in the things she is good at such as running and dancing.

In contrast, the following response was awarded no marks because the student failed to demonstrate any knowledge of the theories of either Harter or Cooley.

(10)

Harter and Cooley suggested that if the children aren't being shown love and affection, then they won't be able to develop emotionally. This is because they won't feel wanted or that they should be there. Nadia's emotional development will need to be closely monitored when

she is at school. Because they move house every year, they will never be fully settled and happy. It also doesn't help that the two children ~~don't~~ don't have many toys or books to form an emotional attachment to.

Because Nadia is off school due to infection she won't have made that emotional connection with her teachers and friends.

Harter and Cooley showed that by making sure the child is loved, ~~wanted~~ made to feel wanted and cared for then the child will be happy to learn. Nadia will also gain in confidence

P.4.0

and won't be so shy. If she is made to feel loved, she will grow emotionally as she will gain in friends, ~~wanted~~

When at home it will help if her parents don't criticise her as much but instead praise her for what she can do. There will be less tantrums because Nadia won't get as angry when she doesn't feel that she has pleased her parents.

Section B

Question 9(a)

Learners who had knowledge of Athey's schema theory were able to gain four marks here by providing examples.

The following response was awarded the full four marks.

9 (a) Describe **two** aspects of Athey's schema theory.

(4) 4

- 1 Athey developed piaget's work on schemas. Schemas are concepts that children can learn through play, such as transportation through playing with toy tractors and lorries.
- 2 Athey believes that children's overall development can be pushed / developed further by practitioners from the use of developing schemas into more complex ideas.

Question 9(b)

This question was poorly answered overall, with very few marks being gained. Learners in general were unable to make the links between schemas and supporting children's cognitive and physical development. Answers related more to what is present in the text book than to the given case study. Unfortunately these responses failed to score many, if any, marks. Centres are reminded of the need to enable learners to apply theoretical knowledge by creating case studies and using the sample assessment material, which is available online.

The following example was placed in Level Band 2 and was considered a good response to the question.

(b) Discuss how Piaget's schema theory can be used to promote the physical and cognitive development of a child aged two.

(8) 4

Piaget identified schemas that children follow to help them discover and develop. We can use these to help them develop. For example, to use the schema of transporting, where the child moves one thing from one place to another place, we could give them resources to do this. We could give them beakers they have to measure water out in, which develops them cognitively with the use of numbers and measure and develops them physically as they are using their motor skills to pour water from one beaker to another. We could also give them shopping roleplay with trolleys, so they have to transport the food from the shelves to the counter. This develops them cognitively as they have to pay for the food which is numbers and quantity, and helps them develop physically as they have to use their motor skills and balance to pick things off the shelf and not knock them down. Another example of a schema is enveloping, where the child may cover themselves or an object with something. We can support this through nappertime, as we can make them cover themselves and maybe a doll in a blanket, which helps their cognitive skills as they have to learn to cover themselves effectively and their physical as they are using their motor skills to cover themselves up.

(Total for Question 9 = 12 marks)

Total 6

Question 10(a)

Many students demonstrated good knowledge of what 'gifted' meant and were awarded two marks, however examiners were concerned that some learners failed to have any accurate knowledge of the term, although these were in the minority.

The following response is typical and was awarded one mark.

10 David is five years old. He is gifted.

(a) What is meant by the term 'gifted'?

(2)

gifted in a learning sense means to be ~~at a higher level~~ at a higher level than the norm for the age aimed.

Question 10(b)

This question was responded to very well providing the student understood the term 'gifted', many learners picked up the full four marks here as is seen in the following example.

(b) Explain **two** ways late recognition of being gifted would impact on development.

(4)

- 1 If there is late recognition the child's work may be too easy for them which could cause them to show unwanted behaviour through boredom.
- 2 A child will not be getting the correct support and they are not being allowed or challenged to excel further.

Question 10(c)

Some good responses were noted by examiners, with students managing to discuss the impact on David. Many students achieved high Level Band 2 marks. However, responses from students who did not understand the term 'gifted' tended to be placed in Level Band 1. Some learners also focused on the impact on other children, rather than on David. Responses in general tended to be appropriate for a five year old, this particular response was placed in Level Band 3 as it is very well constructed with developed points and responds to the case study appropriately.

Being gifted may affect David's social development in a number of ways.

Other children may resent David as they may see him as getting 'special treatment' such as receiving more praise or being given extra work or extra time with the class teacher. This may lead to things such as bullying or the other children making fun of/teasing David, or just not talking to him, which could cause David to become isolated and lonely.

David may find it challenging to talk to and make friends with other five year olds if he is at an advanced level of intelligence and understands things that his peers do not as this may cause problems with factors such as sharing when it comes to playing ~~at whichever type of setting David is at~~ as David is at the age of being in a nursery/school setting.

If David is at a level of gifted where he would be capable of completing work aimed at older children and is therefore moved up a year group, there is again the risk of bullying or in this case, David may feel intimidated and not used to being around children older than him.

However, being gifted could also have a positive affect on David's social development. Other children may like and want David as a friend if they have recognised that he is perhaps at a higher level than them and the other children may also be encouraged by parents and/or teachers to sit with David due to Bandura's social learning theory and Vygotsky's social ~~constructive~~ constructivism theory, with the aim for other children to learn from David.

Question 11

The final question enabled learners to access twelve marks and required them to evaluate how a transition might affect an eighteen month old child. Some centres appear to be encouraging learners to provide examples from their placements as a response to this and similar twelve mark questions; whilst this is acceptable where the subject matter is relevant, it very often leads to students not gaining marks because they describe a particular child in the placement which has little or no relevance to the actual question, and tends not to be age related. Examiners cannot award credit for responses which are irrelevant to the question. Students who produced responses which were clearly age related and who focused on transitions very often had their work placed in either the higher end of Level Band 2 or

Level Band 3, whereas generic responses which clearly did not apply to an 18 month old, were rarely given marks which took them out of Level Band 1. Centres are strongly encouraged to provide their learners with age related case studies in preparation for external assessment. The following response gained nine marks as it demonstrated accurate knowledge of the effect that a transition may have on an eighteen month old.

Transitioning from being at home with his parents/careers to being at a day care setting means that he will be introduced to a completely new setting as well as completely new people that he will have to learn to trust and form attachments with.

Binah's social development may ~~influence~~ be influenced by this new transition because he will be with new groups of people and children ^{of his age} that he will have to learn to socialise and share other resources with. Sharing resources can be hard for a year and a half year old because he may have been the only one at home playing with toys and other resources.

Binah's physical development will be influenced because there will be a lot of new physical toys and resources ^{that may not have been at home which} ~~that~~ he can explore and play with. This can therefore support gross development and fine motor development.

His intellectual development will be influenced because he will be introduced to ~~new~~ a whole new childcare setting as well as other children to play with. He can be

using his brain and knowledge to come up with new ways to explore the setting and explore new resources e.g. sensory play with lights, water sand etc. and any toy that is in the sensory troughs he may fill with sand etc.

Binal's communicative development will be influenced majorly because of all the new faces he will be introduced to. There will be practitioners who will be encouraging towards him as well as other children he can communicate with using his first word(s) and any sounds that he wants to use to communicate through tuneful and advanced babbling.

Binal's emotional development will be influenced by this transition because he will have to leave the comfort of his home and main care givers. Bowlby links to this because his one main attachment can be with his mum, dad or main carer, which will be hard for Binal at first to deal with. Ainsworth also link to this with the 3 stages of attachment. Binal may protest and cry because he doesn't want to go, then may after a few visits come to terms with the process and be in despair and lastly be in detachment because he's understood that his carer/parent is now a routine.

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