



**January 2018**

**Level 3 National in  
Children's Play Learning and  
Development  
(2016 specification)**

**Unit 1 - Children's Development  
(31597)**

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## Grade Boundaries

### What is a grade boundary?

A grade boundary is where we set the level of achievement required to obtain a certain grade for the externally assessed unit. We set grade boundaries for each grade, Distinction, Merit and Pass.

### Setting grade boundaries

When we set grade boundaries, we look at the performance of every learner who took the external assessment. When we can see the full picture of performance, our experts are then able to decide where best to place the grade boundaries – this means that they decide what the lowest possible mark should be for a particular grade.

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### Variations in external assessments

Each external assessment we set asks different questions and may assess different parts of the unit content outlined in the specification. It would be unfair to learners if we set the same grade boundaries for each test, because then it would not take into account that a test might be slightly easier or more difficult than any other.

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<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Grade	Unclassified	Level 3		
		P	M	D
Boundary Mark	0	34	47	60

# Introduction

This was the second series of the new 2016 specification for Level 3 Children's Play Learning and Development. This mandatory unit was assessed via written external assessment. The specification for this unit differs from the similar unit in 2014 specification, in that it focuses on a smaller number of theories but the overall content is similar.

This Lead Examiner report should be considered alongside the exam paper and mark scheme, which can be found on the Pearson website.

The question paper followed the format identified in the additional sample assessment materials published on the Pearson website. The focus of the paper was on children's development, it covered a range of theories of child development, together with factors which may affect children's development.

The paper had 2 sections with 6 questions overall. Section A contained 4 questions, each worth 16 marks; each question was based upon a separate case study. These questions were then separated into 4 sub-questions, which range from multiple-choice, short answer and extended questions with a mark range of 1 to 8 marks. Section B contained 2 questions which required an extended response, where learners had to analyse or evaluate; these questions were worth 12 and 14 marks.

Each of the extended response questions were marked using a 'levels based' approach to assessment. The overall quality of the response was considered rather than the specific number of points included. There was a focus on the accurate use of vocational terminology and the application of knowledge to the given situation within each response. Two of the questions on the paper were multiple choice. The 4 mark questions required the learners to make two responses, these needed to contain the theory and the application of that theory, selected from the case study. The remainder of the questions were assessed using a range of indicative content.

# Introduction to the Overall Performance of the Unit

The overall standard of learner responses was good, with the number of learners achieving at least a pass grade being pleasing. The paper was considered to be of a higher difficulty than the June 2017 one and so the grade boundaries were altered accordingly.

Once again the majority of the theories appeared to be understood at a basic level and could be described by most learners, however the application of the theories is limited and this is where learners lost marks. In Section B learners were able to apply their understanding of the benefit of non-verbal communication and the impact of moving to a new school part-way through an academic year. Learners showed an understanding of how factors can impact on children. Many of the answers were repetitive and so marks were lost. Only a few learners were able to analyse and evaluate and this meant few were able to access the level 3 mark band, however many received marks within the level 2 mark band and so were able to increase their overall mark.

The individual case studies continue to support the learners well and make the paper accessible. Learners need to ensure that they use the case studies effectively and identify all the relevant information they contain, so they can apply it to each of the questions it relates to. This is particularly the case in the (c) questions, where learners have to apply the theories in a precise manner. It would assist learners to practice application of knowledge specifically to age related questions, as some responses tended to be generic and did not address the age and stage of development of the child/ren concerned.

It was pleasing to see that the vast majority of learners attempted all the questions. There was hardly any where Section B questions had been left, which shows that learners are using exam technique more effectively than in the previous paper. Centres should continue to encourage learners to plan their time during the examination.

Centres are 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.

# Individual Questions

The following section considers each question of the paper, providing examples of learner responses and a brief commentary on the rationale behind the marks given.

## SECTION A

### Question 1(a) - 1 mark

This question was a multiple choice question and the correct answer was B: 'He begins to take turns using resources' In the case study it was stated that Zach played alongside the other children, so he was not playing co-operatively so answer C was incorrect.

### Question 1(b) - 3 marks

This question required learners to list three fine motor skills used in the case study that would promote fine motor skills. The average mark was 2, however some learners lost marks because they just stated the activity, such as weighing or counting, without any further detail linking it to the fine motor skill. This meant the question had not been answered and so marks could not be awarded.

#### **This response gained 3 marks**

(b) List **three** fine motor skills that are used by Afsana and Zach in the case study.

(3)

1 Handing pretend money.

2 Putting items into shopping bags.

3 Picking up items and placing them on the weighing scales.

The learner has used the information from the case study and clearly stated the action that links to the fine motor skill being used.

### This response gained 3 marks

(b) List **three** fine motor skills that are used by Afsana and Zach in the case study.

(3)

- 1 counting the money Placing the carrots into a carrier bag
- 2 modelled salt-dough vegetables which they then painted
- 3 Weighing the vegetable on the scale

Here the learner achieved the maximum 3 marks from the first two answers. Weighing the vegetables is a cognitive skill and has not been linked to fine motor skills. The 3 answers getting credit were: placing the carrots into a bag; modelled salt-dough; painted.

### Question 1(c) - 4 marks

This question asked learners to describe two ways Bandura's social learning theory could be used to understand Zach's play in the role-play shop. In general the learners were able to gain 2 marks for describing the observation and imitation that took place. Some learners were confused about the role model aspect of the theory and they lost marks because they stated that Zach was modelling behavior, rather than the adult being the role model.

### This response gained 4 marks

(c) Describe **two** ways Bandura's social learning theory can be used to understand Zach's play in the shop.

(4)

- 1 Bandura's social learning theory is based upon learning and copying from those around you. This can be used to understand Zach's play in the shop because he copied ~~them~~ how Thom chose carrots, and pays for them.
- 2 It can also be used to understand how Zach wanted to play the customer in the shop, he ~~watched~~ <sup>watched</sup> Thom playing the customer and copied his actions.

In these answers the learner has shown an understanding of Bandura's theory by mentioning the child observing and imitating behavior. They have not only used the explicit examples in the case study, but also linked to real-life experiences the child may have had.

**This response gained 2 marks**

(c) Describe **two** ways Bandura's social learning theory can be used to understand Zach's play in the shop.

(4)

1. Modelling behaviour, Zach watched how Thom interacted with Afsana and ~~they~~ he copied Thom's behaviour and actions.

2. He has learned his behaviour and actions from the surrounding environment and from other people - ie Thom.

Two marks were awarded for the first answer in this response, however no marks were given for modelling behavior, as this was not described. The second answer was a repeat of the first and so no marks were awarded.



**Question 1(d) - 8 marks**

This was the first extended question and learners needed to discuss how Bruner's modes of cognitive representation could be used to understand the children's numeracy development. This was the least well answered of the (d) questions in Section A. The learners were able to state the modes of representation, however when they applied it to the case study they confused the different modes. There were very few learners who were able to correctly identify that the children were in the iconic stage and apply this information accurately. Some learners were able to pick up marks by including how scaffolding could be used by the practitioners to develop the children's numeracy skills, but if the modes were not included these answers remained in level 1 mark band.

**The response on the following page gained 6 marks (top of level 2 mark band).**

The response shows a good understanding of the different modes and there are links to the case study. There are appropriate examples of how the iconic mode is being supported through the use of role play. The learner has included information about enactive and symbolic stage as well. The learner has included detail about scaffolding the learning. This did not go into the top band, as the learner had not fully developed the information about the iconic stage and how the children could learn through this.

Iconic / Enactive / Symbolic      Scaffolding

(d) Discuss how Bruner's modes of cognitive representation can be used to help practitioners understand Afsana and Zach's numeracy in the role play shop.

(8)

Bruner believed there are three modes of thinking: Enactive, iconic and symbolic. Enactive learning is when a child is physically repeating a skill or action. In the case study, Afsana and Zach were physically counting the money and weighing the carrots which helps to promote their numeracy skills, as they will remember repeating the action. Iconic learning is when a child uses a visual or mental representation to learn. Relating to the case study, Afsana and Zach may remember the colour of the money which helps them remember and learn their numeracy skills, for example, counting. Bruner believed that symbolic learning begins at 7, where children use symbols in their language. This is important for practitioners to understand as they will need to know what stage the child is at and plan activities based on their skill for them. ~~Practitioners~~ Bruner also believed that practitioners should use the technique of ~~the~~ scaffolding to help promote their numeracy skills. Practitioners can do this by helping the child but not doing the work for them. For example, helping them count by saying one number, not counting it all for them.

(Total for Question 1 = 16 marks)

**This response gained 2 marks (middle of level 1 mark band)**

Enactive, Iconic, Symbolic .

(d) Discuss how Bruner's modes of cognitive representation can be used to help practitioners understand Afsana and Zach's numeracy in the role play shop.

(8)

There are three different modes of thinking; Enactive, iconic and Symbolic. Enactive is thinking through physical movements, iconic is thinking in mental images and symbolic is thinking by using language. Bruner didn't suggest a certain age children should think in these modes.

Afsana could be using enactive mode as she weighs the carrots but maybe using iconic when she counts and tells Thom the cost of the carrots.

Zach could be using iconic or symbolic mode when he is paying for the carrots with the pretend money.

This response includes a brief description of the modes of representation. The learner then goes on to attempt to apply this information to the case study. However this is vague and does not contain enough detail to achieve level 2 marks, so the answer remained in level 1 mark band.

### **Question 2(a) - 1 mark**

This question was multiple choice and the vast majority of learners selected the correct norm of fine motor development however, there were a surprising number of learners who selected a gross motor answer instead.

### **Question 2(b) - 3 marks**

The command verb in this question was 'list' and the vast majority of learners were able to list three activities from the case study that promote cognitive development.

#### **This response gained 3 marks**

(b) List **three** activities from the case study that promote Magda's cognitive development.

(3)

- 1 Sarah encourages parents to spend time with her playing different coloured toys and counting
- 2 She sings when she goes music class
- 3 Sarah helps her count bricks and play with cups and Jugs.

The learner has written concisely to achieve full marks.

#### **This response has gained 2 marks**

(b) List **three** activities from the case study that promote Magda's cognitive development.

(3)

- 1 to count BRICKS
- 2 to play with cups and jugs in the sand tray
- 3 to jump on the coloured square with two feet together

The incorrect answer is 'to jump on the colored square with two feet together'. This is linked to gross motor skills, rather than cognitive development. If the learner had added to this and put that it would help the child to learn their colours then the link to cognitive would have been made and a mark could have been awarded.

**Question 2(c) - 4 marks**

This question required learners to describe two ways Bronfenbrenner's theory could be used to understand Magda's social development. The responses to this showed most learners did not have a secure understanding of Bronfenbrenner's theory to be able to select two key facts and apply them accurately to information from the case study. There was a general lack of understanding that the meso-system relates to two micro-systems working together.

**This response gained 4 marks**

1 In the Microsystem, Magda's family is included. When she sees her cousins at the weekend, she is developing her social skills.

2 The Mesosystem is the links between 2 or more parts of the microsystem: the relationship between Magda's parents and Station Nursery. If the relationship is good, both parties will be able to contribute their understanding of Magda's social development.

This learner has written two linked responses in a concise manner to achieve full marks. They have shown a good understanding and selected relevant information from the case study to support the statements they have made.

**This response gained 0 marks**

1 His theory states a child's development is affected by surroundings. Magda attending nursery will encourage her social skills with other children and adults.

2 She goes to a parent and child music group where she gets the opportunity to socialise with other children.

This learner has described how Magda's social development has been promoted, but not stated any of the aspects of Bronfenbrenner's theory. This means that there was no rewardable material in this answer.

### **Question 2(d) - 8 marks**

This question requires a discussion of how the early year's practitioner could use Vygotsky's zones of development theory to support Magda's cognitive development. Generally this question was answered well. Learners showed a good understanding of the zones of development, with the vast majority being able to describe the zones of actual and proximal development. It was pleasing to see that many learners were able to apply this information to the case study. Those learners who achieved higher marks went on to discuss in more detail how the scaffolding of learning would take place.

### **This response gained 7 marks (bottom of level 3 mark band)**

Vygotsky's zone of development theory suggests children learn from more experienced people helping and challenging them with different cognitive activities such as counting different amounts of toys and naming colours seen. The zone of actual development (ZAD) is what a child is able to do unattended by an adult. ~~For example Magda~~ The zone of proximal development (ZPD) is what a child is able to do when helped by somebody else. Adults and more experienced children help a child move from the ZAD to the ZPD through more challenging activities and repetition. This can support Magda's progress in her cognitive development as Sarah encourages Magda to count whenever an opportunity arises. By doing this, Sarah is helping Magda move from her ZAD to ZPD using repetition of counting to help Magda recall past counting experiences and memorise numbers developing Magda's cognitive ~~development~~ skills and make progress.

This response above contains clear description of the zones of development. They have discuss the different elements of the theory which clearly shows their understanding. They have supported their work by including relevant examples from the case study and extending these to include further actions that the early year's practitioner could undertake. To achieve top marks the learner could had included information about observing and assessing Magda to establish which aspects of cognitive development she needed help with.

**This response gained 3 marks (top of level 1 mark band)**

~~Sarah~~ Vygotsky believes in a zone of proximal development this is where children have a gap of learning. He also believes adults should see where the children are at, what stage they are at and have the gap of learning and the other side of that gap is what they should be able to do next.

Sarah could use Vygotsky's theory ~~by~~ to support Magda's progress in her cognitive development by knowing where Magda is now and the stage she is at and setting a goal of what she can do next and inbetween that is the gap of learning where she will progress to get the other side of that gap. ~~the~~ Sarah could help Magda get pass that gap of learning by giving her tasks to do and giving her support this could link to Bruner's theory by giving her help and support then when Magda can do it slowly take the support and push her to be able to do it herself.



In the response above the learner refers to the zones of development as a 'gap of learning' which demonstrates a limited understanding of the theory. The answer is repetitive but does include some information about the role of the adult in supporting the child's progress.

### **Q3(a) - 2 marks**

Learners needed to identify two methods of non-verbal communication being used by Floella in the case study. The vast majority of learners were able to do this however, a significant included that Floella was crying, which is verbal communication.

#### **This response gained 2 marks**

This response uses the case study to good effect. The learner has included that Floella cries and makes a sound which are both incorrect answers however, as she has included four examples of non-verbal communication she has been awarded full marks.

(a) Identify **two** ways Floella is using non-verbal communication in the case study.

(2)

1. When her mother leaves Floella cries, screws up her eyes and kicks out her legs.
2. Floella points to where the ball went and makes a sound.

### **Q3(b) - 2 marks**

This question asked learners to identify two ways the childminder was promoting Floella's cognitive development in the case study. This question was answered very well, with the vast majority of learners achieving two marks.

Marks were lost by some learners because they stated activities Floella was doing, rather than the childminder.

#### **This response gained 1 mark**

(b) Identify **two** ways the childminder is promoting Floella's cognitive development, in the case study.

(2)

1. When the childminder puts out the measure basket & Floella plays with the objects.
2. Floella points to where the ball went & makes a sound.

This is an example where the first answer is correct, but the rest of the response relates to Floella instead of the childminder.

### **Question 3(c) - 4 marks**

In this question learners had to describe two ways that Piaget's universal stages of development could be used to understand Floella's cognitive development.

Most learners were able to select the correct stage of development as sensori-motor and apply this to the case study. Some learners then went on to correctly describe and apply object permanence. Some learners incorrectly described Piaget's schema theory instead, which gained no marks.

### **This response gained 4 marks**

1. Piaget believed there are four stages ~~of~~ of cognitive development; Sensorimotor, pre-operational, concrete operational and formal operational. Floella is in the sensorimotor stage and uses her senses to explore. For example, feeling the ball and putting it in her mouth.

2. Piaget also believed that at this stage, a child should understand object permanence. This is shown when Floella points to where the ball went because although she can't see it, she knows it is there.

Both answers in this response gained 2 marks. The learner has described the correct stage that Floella is in and given an appropriate example. In the second answer she has applied the theory of object permanence well.

### This response gained 2 marks

(c) Describe **two** ways Piaget's universal stages of development can be used by the childminder to understand Floella's cognitive development.

(4)

1. Floella cannot see the ball she dropped however is aware that it is still ~~re~~ there just out of sight, this shows that she has object permanence

2. The ~~the~~ childminder could re-hide the ball to see if Floella looks in the new hiding space, or ~~the~~ the old one, this will determine her cognitive development milestones.

The marks were gained in the first answer which describes object permanence. The learner has tried to develop this in the second answer but the answer is not clear and so no further marks were awarded.

### Q3(d) - 8 marks

This question required learners to discuss Ainsworth's theory of attachment and apply it to Floella's behaviour.

Most learners were able to describe Ainsworth's theory and classification of attachment types, but were then not able to apply the information given in the case study which showed that Floella was securely attached. This meant that a significant number of responses stayed within the level 1 mark band.

Unfortunately many learners confused this with Bowlby's theory of attachment and did not include the 'strange situation' aspect of the theory but only discussed attachment theory in general.

It is important that learners are able to differentiate between the different theories on attachment, as different approaches may then be applied by early year's practitioners.

**This response gained 6 marks (top level 2 mark band)**

Ainsworth suggests there are three types of attachment. Insecure-avoidant (Type A) is where the child shows little ~~se~~ separation anxiety and no stranger anxiety. Secure (Type B) is when a child shows some signs of separation anxiety and moderate stranger anxiety. They are happy to be back with their primary care-giver. Insecure-resistant (Type C) is when a child shows signs of high separation anxiety and stranger anxiety. They also resist the comfort of their primary caregiver.

Floella shows signs of secure attachment. She demonstrates moderate separation anxiety by crying, screwing up her eyes and kicking her legs. However, she is easily distracted by bubbles and becomes quickly comfortable around her ~~caregiver~~ childminder.

Floella will also be pleased to reunite with her mother and seek comfort.

This is a good answer, where the learner has described the different types of attachment within Ainsworth's theory. They have correctly identified that Floella is securely attached and begins to discuss this aspect. If they had continued to develop this answer then they might have been able to move into level 3 mark band.

**This response gained 2 marks (middle level 1 mark band)**

Ainsworth's attachment theory can link to Floella's behaviour because she cries and presents upset body language when her mother leaves her ~~at~~<sup>with</sup> the childminder ~~nursery~~. This could signify a strong attachment between Floella ~~so~~ and her mother. Therefore, to allow Floella to feel comfortable and safe without her mother, her mother could leave something with Floella (for example some gloves) and reassure her that she will be coming back.

Furthermore Ainsworth talks about secure attachments. For example, Floella needs to feel safe and comfortable ~~at~~<sup>with the childminder</sup> ~~nursery~~ to be able to form new bonds and relations with others ~~in the nursery~~. For instance, her childminder tries to encourage Floella to play and have fun by blowing bubbles and singing songs which will help her build trust and form a sense of safety and security.

Ainsworth further talks about using a comforter which could help allow the child to feel safe which will then help them form new bonds and build confidence. Therefore, eventually allowing them to progress in their development.

This learner has described attachment theory in general. They have included brief relevant information about there being a strong attachment between the mother and Floella. They have also attempted to include information about using a comfort object but they have not applied this to the information given in the case study that Floella took a blanket to the childminder's.

### **Question 4(a) - 2 marks**

Learners had to identify two gross motor skills used by Liam in the case study. The majority of learners were able to identify gross motor skills, however they did not always pick the ones that were the physical development norms for a four year old, as required by the question. Some learners selected those which would have been achieved at an earlier age.

### **This response gained 2 marks**

The learner has identified three different correct responses in this answer.

(a) Identify **two** gross motor skills used by Liam in the case study that show he has reached the development norms for a four-year-old.

(2)

1. He can throw the ball to adults.

2. He runs around quickly and avoids obstacles.

### **This response gained 0 marks**

This is an example of a learner selecting incorrect gross motor skills for a four year old developmental norms.

(a) Identify **two** gross motor skills used by Liam in the case study that show he has reached the development norms for a four-year-old.

(2)

1. plays on tricycles and scooters

2. can kick a large ball.

#### **Question 4(b)- 2 marks**

In this question learners had to identify two examples to show that Rosanna and Liam had reached the language development norms for four year old. The vast majority of learners achieved full marks on this question. A few learners lost one mark for writing that 'Rosanna talks to herself whilst she plays', which would be an earlier developmental norm. 'Rosanna makes up stories' would have been the correct response.

#### **This response gained 2 marks**

(b) Identify **two** examples from the case study that show that Rosanna and Liam have reached the language development norms for a four year old.

(2)

- 1 Rosanna & Liam can hold conversations
- 2 Liam asks questions asking 'why?' and Rosanna plays while making up stories.

The learner has selected appropriate examples taken from the case study.

#### **Question 4(c) - 4 marks**

Learners were required to describe two ways that Chomsky's theory might be used by the teacher to promote the children's language development. Many learners lost marks on this question because they gave details of how to promote language development without making links to Chomsky's theory. Some learners were confused about the Language Acquisition Device, but it was pleasing that far fewer learners just wrote the initials LAD, which will not gain marks.

**This response gained 4 marks**

(c) Describe **two** ways that Chomsky's theory of language might be used by the teacher to promote Rosanna and Liam's language development.

(4)

1. Chomsky believed that we are all born with a language acquisition device which ~~gives us~~ ~~an innate~~ means we have the ability to communicate. A teacher could promote this by asking them ~~2~~ questions.
2. He also believed we have an innate sense of language if we are exposed to it and the critical point to learn language is 0-3 years. Therefore the teacher could promote their language development by talking to them whilst they play or ~~when~~ talking about past experiences.

This was a good response which achieved full marks. Two marks were awarded for 'we are all born with a language acquisition device..... have an innate sense of language' which was across both answers. Two marks were awarded for 'critical period to learn language is 0-3 years. Therefore the teacher could promote their language development by talking to them whilst they play..



**This response gained 2 marks**

This learner gained one mark for stating that babies are born with the ability to learn language and a further mark for stating that it happened in a critical period. If the learner had included that a language rich environment was needed then the latter part of the answer would have been credited but it is too general and not linked to the theory.

(c) Describe **two** ways that Chomsky's theory of language might be used by the teacher to promote Rosanna and Liam's language development.

(4)

1 Chomsky stated that babies are born with the ability to learn language in a critical period. He stated we are born with sense ~~of~~ of constantly learning and picking up language from the world around us. The teacher should read stories, ask questions and get them to talk about themselves.

**Question 4(d) - 8 marks**

Learners were able to answer this question and gain marks. Most learners were able to discuss positive reinforcement and provide examples from the case study and some learners developed this on further to achieve in the level 3 mark band. There was a considerable amount written about negative reinforcement which did not receive any marks, as this would not have improved Rosanna's behavior, as the question required. There were a small number of learners who discussed the use of punishments, this is inappropriate and a concern that learners link this to working with a four year old child. It is important that learners read the question carefully and apply the appropriate aspects of the theory.

**This response gained 7 marks (bottom level 3 mark band)**

Skinner's theory is based upon reinforcement, where you get <sup>rewarded</sup> ~~rewards~~ for doing something <sup>good</sup> ~~good~~, and you reinforce the good behaviour. The reception class teacher could ~~use their sticker~~ use their sticker ~~chart~~ chart as a incentive for Rosanna to be well behaved. Everytime Rosanna is polite, shares her toys and ~~does not~~ does not pull the toys away from the other child she could get stickers on her chart. This will encourage Rosanna to share toys, and will enforce the good behaviour. The reception class teacher could also ~~encourage~~ encourage ~~Rosanna's parents~~ ~~to~~ Rosanna's parents to continue this at home, as it will show positive reinforcement both at home and in school. IF this is done, Rosanna's behaviour will improve as one has something to work forwards.

This learner has shown a good understanding of Skinner's theory of positive reinforcement. They have used the information they have been given well, clearly applying the theory by selecting appropriate examples from the case study. They have developed their response by linking to parent partnership and the benefits of using a consistent approach between home and school.

**This response gained 4 marks (bottom level 2 mark band)**

Skinner's theory can be used by the class teacher to improve Rosanna's behaviour. It can help because when Rosanna does something bad like screaming and shouting or taking toys off of other children and pushing them, she should be punished for doing that. This will help because Rosanna will start to learn that when she does something wrong she will be punished for it therefore she will stop doing it. ~~then~~ This will help to improve Rosanna's behaviour at school.

In this response the learner has described positive reinforcement and made some links to how this could improve Rosanna's behavior. The points made are directly linked to Rosanna, but are not fully developed so remain within level 2 mark band. The learner has wasted time by writing about punishment, as this has not received any marks.

## SECTION B

### **Question 5 - 12 marks**

This question required the learners to analyse how the use of non-verbal communication could encourage the children at the pre-school to interact with each other; within the case study the learners were given examples of non-verbal communication to support them.

The response to this question was generally limited to the first two level mark bands, the majority of learners did not show detailed analytical skills. Where learners did well they analyzed the impact of non-verbal communication and were able to link it to relevant theorists. Bandura was, at times, appropriately linked with adults acting as role models to encourage the use of non-verbal communication; Skinner and positive reinforcement was another theory that was sometimes included.

Some learners were able to describe the types of non-verbal communication listed in the context, showing they had a knowledge of these but they did not go on to develop their answers to link to the impact on children's interaction or social development which limited the marks awarded.

It was satisfying to see that learners were able to show an understanding of how non-verbal communication might support children with additional needs or with English as an additional language

#### **This response gained 5 marks bottom of level 2 mark band)**

This learner has described the types of non-verbal communication and they have developed this further to show a limited understanding of how they could impact on interaction. They have attempted some analysis and the examples are age and stage appropriate. They have included details of how it might support children with different additional needs and this shows they have considered the wider context of how it might impact on children's social development. They have not made any links to theory.

Using different forms of non-verbal communication will encourage the children at the pre-school to interact with others. ~~because~~

Using Sign-language will help the children interact with others because they can teach the other/ bigger children to do it and it will help the children understand one another, if they have a <sup>learning</sup> difficulty

Using Makaton will <sup>also</sup> help encourage the children because <sup>others</sup> they will find it fun and interesting to learn about. It may also give other children to get to know each other and it will them a chance to learn about the school and how much they help to get people to understand one another and to learn whether they may have a learning difficulty

not hearing them. This will encourage children to interact with other children because they can explain what there day is going to be like and when someone asks them a question about there day or what they are doing they will know which will make them feel more ~~comp~~ comfortable.

Doing gestures with children will help encourage children to talk <sup>to</sup> others because they will understand other children when they are doing the gestures and they won't be scared because they know what they mean. It also helps the children that don't understand english because they if

### **This response gained 6 marks (middle of level 2 mark band)**

This response contains more detail than the other two examples above. The learner has demonstrated a good understanding of non-verbal communication and how it impacts on social, emotional and cognitive development. They have also included the impact on play, which was often missing from answers. The role of the adult has been included and they have given clear examples which support the statements they have made. There is an attempt to link to attachment theory, but this is superficial. There is some analysis but it is not detailed and so the marks were limited to level 2.

Some children in pre-school aren't able to talk yet, so its a good way to promote children with makaton's and sign languages. So they all have a way to communicate with each other. If they aren't able to communicate with each other verbally its a good way for them to use movement with their hands and sign language with each other. Some children ~~with~~ might not be able to talk because they were born like that, so it is important that they learn to sign language and use makaton signs. In settings could also promote visual time table, so the children can see what to do if they don't understand verbally. ~~The~~ The children will be able to see what they have to do and do it which allows them to interact and join in with everyone. If the children don't know how to say something they want to say they can show it by pointing at it or show a picture of it so the other person can understand. Instead of them getting frustrated over something they can express. This also allows the children

Non-verbal communication is important because some children can talk, can't understand what's said to them or can't speak a certain language that's used in the setting. So it's important the children interact with each other in anyway so they are able to interact and play with each other, so they can develop their other developments. Development such as social development because they're playing with each other even if they aren't able to speak. Emotion development because they're all one playing with each other with out the barrier of them not able to speak to stop to them. interacting and play with each other. Intellectual development because they're still learning using maura, sign language, gestures or visual time table. Also, develops their physical development because they're still playing and using their movements.

Bowlby theory, they can form a bond with each other through playing and create a positive relationship with peers and practitioner.

### **Question 6 - 14 marks**

It was pleasing to see that the majority of learners attempted this question, which shows that exam technique and time management is being used. The question asks them to evaluate the impact on Mai's cognitive, social and emotional development of her joining a new school/class part way through the academic year. Most learners were able to achieve marks in the level 2 mark band, although there were a few who were able to extend their answers to achieve level 3 mark band.

Learners were able to discuss the impact on social and emotional development well, cognitive development was not generally covered in as much detail.

Most learners were able to focus on the negative aspects of the transition, fewer learners mentioned the positive aspects. Higher marks were achieved in those responses which linked the impact on Mai's emotional development with how this might affect her cognitive performance in class, linking to a lack of concentration. Some learners were then able to link this to Maslow's Hierarchy of Need and discuss how feeling insecure would impact on her fulfilling her potential.

The responses that gained the highest marks were those that were coherent, logical and included links to relevant theory. Some learners made very effective use of the brief plans they had written at the start of their response question.



**This response gained 4 marks (middle level 1 mark band)**

This learner has included information about the negative impact of the transition on Mai's social and emotional development, they have not included cognitive development. There is a limited understanding of the effects of transition and the examples given are general. There is a good point made about missing previous friends, which could have been developed further. There is no evaluation within the answer as none of the potential positive aspects of transition have been considered.

Mai's social development will have an ~~the~~ impact on her because she will not know anyone at her new school and will become isolated because she might be shy to talk to someone.

Mai's social development might also have an impact on her because the other children might not come and speak to her and she won't want to speak with them. This will result in her all her friends, she might not want to make any new friends because she misses her old ones and want to go back to her old school.

**This response gained 9 marks (middle level 2 mark band)**

This was a good response that shows evidence of evaluative skills. The learner has been able to give a balanced discussion, showing a good understanding of the impact of this transition. There are strong links made between transition and the effect on Mai's development, this has been considered in a holistic way as the learner has been able to show how each area of development would impact on another.

The positive aspects are carefully considered and are age appropriate. There has been no attempt to include theories and a conclusion has not been drawn, which means that the response has remained in the level 2 mark band.

Mai may feel uncomfortable during this transition. Halfway through the year, she may find it difficult to form new friendships with peers or fit in with the children in the class. If Mai struggles socially, she may fall behind on interacting with the other children. Emotionally Mai may feel withdrawn and lonely as she hasn't formed secure friendships. This can result in a low self image comparing herself to children with lots of peers also lowering self esteem and confidence. A lack of confidence could lead to less interaction.

answering questions during lessons which means Mai will fall behind cognitively. If Mai doesn't meet cognitive milestones she may also compare herself to other children who are achieving well, lowering her self image further. Mai may resort to displaying challenging behaviour due to feeling left out and children will avoid her.

An advantage of this transition is socially she has an opportunity to interact with a group of new children, which could make Mai feel like part of a new community. Making new attachments and bonds will help Mai to feel happy and accepted resulting in high confidence. Being accepted into a new group means Mai will compare herself positively and still have a good self image. If she enjoys school, Mai is more likely to concentrate and interact with other children. Her high confidence will allow her to co-operate during school activities and play with other children, she will work effectively in groups/pairs and achieve cognitive milestones expected. If Mai makes friends easily she will also accumulate social norms such as sharing and taking turns. Interaction with other children helps to improve language skills as she will pick up new words from other children.

## Summary

Based on their performance on this paper, learners should:

- only use additional sheets of paper when necessary. Learners should be encouraged to write succinctly to ensure they allow enough time to answer all questions.
- ensure that they are aware of the developmental norms and select appropriate aspects from the case studies
- understand that for 4 mark questions in Section A they need to provide two linked responses that contain a statement about the theory and then apply it by making a link to the case study to demonstrate their understanding.
- consider the command verb when answering the question. This will indicate the length of answer required and how it should be written eg. The command verb 'evaluate' will need to include both sides of an argument, whereas identify should be one phrase or sentence.
- ensure that they are aware of the different theories that may address a similar topic e.g. knowing the differences in the attachment theories of Bowlby and Ainsworth
- avoid repetition of the question at the start of their responses and be mindful that they do not repeat themselves unnecessarily their answer.

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