



Examiners' Report/ Lead Examiner Feedback

Summer 2018

BTEC Level 3 Nationals in CPLD 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.

When our experts set the grade boundaries, they make sure that learners receive grades which reflect their ability. Awarding grade boundaries is conducted to ensure learners achieve the grade they deserve to achieve, irrespective of variation in the external assessment.

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.

Grade boundaries for this, and all other papers, are on the website via this link: <u>http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx</u>

Unit 1 – Children's Development (31597)

Crada	Unclassified	Level 3		
Grade		P	М	D
Boundary Mark	0	35	48	61

Introduction

This was the second summer series of the 2016 specification for Level 3 Children's Play Learning and Development. This unit is mandatory for all sizes of qualification within the CPLD suite.

This Lead Examiner report should be considered alongside the exam paper and mark scheme, which can be found 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 selected 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 a pass.

The overall standard of learner responses was good, with a satisfying number of learners achieving at least a pass grade. The paper was considered to be of a similar difficulty to the June 1706 paper and so grade boundaries were similar.

In Section A the understanding of the theories in this paper was good at the basic level and learners were often able to describe the main concepts within each one, however it appears the application of these theories to the information given in the case studies is still proving to be an issue. Learners found particular difficulty with applying those theories where an age range is involved, such as Bruner and Piaget. These two theorists continue to be ones where learners are not accessing the full marks available.

Learners are losing marks on the 4 mark questions because of this lack of application. Some learners are remaining in level 1 mark bands on the 8 mark questions as there is no evidence of using the case study to show they can make the link between understanding theories and putting into practice. 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.

In Section B, there was good knowledge of the impact of asthma and frequent chest infections on a child's development. However, the analysis tended to be repetitive and only a minority of learners went on to discuss how the impact could be lessened by the early year's practitioners. The final question was based upon the Nature/ Nurture debate, if the learners understood a basic definition of this they were usually able to discuss the importance of understanding it to practice. Some learners focused on the different theories linked to nature and nurture and did not develop how this would impact on practice within an early years setting. There were few learners who were able to demonstrate evaluative skills and achieve marks within the level 3 mark band.

Centres appear to be preparing their learners well for this style of paper, now it is established. There were only a few blank responses to questions and learners appear to be managing their time effectively.

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 which required the learners to select the correct definition for development. The correct answer was B: 'the acquisition of skills proceeding through a set order.' Although the vast majority of learners were able to answer this, there was still a number who selected an incorrect response.

Question 1(b) - 3 marks

This question required learners to list three gross motor skills, used in the case study, to show that Prisha was meeting her developmental norms. This question was answered well and most learners were able to select the age appropriate norms shown.

This response gained 3 marks

1 Prisha	Crawls	to leo	ich bi	oilding	blocks
2 Prisha and Cr	pulls he	erstef 1		unding	Position
3 Prisha With	bangs One blo				

The learner has used the information from the case study and clearly selected three appropriate gross motor skills being used.

This response gained 1 mark Howling blacks in her hands. 1 Grawting 2 Pulling per using the table Reaching out to grab top 3 Real

Here the learner selected three gross motor skills, however, the first and third responses would have been achieved at an earlier age and so did not show that Prisha was meeting her developmental norms.

Question 1(c) - 4 marks

This question asked learners to describe two ways early year's practitioners could use Chomsky's theory to promote Prisha's language development. Some learners lost marks for writing how to promote language development without linking it to Chomsky's theory, but it was pleasing to see this was fewer than in previous papers. Most learners were able to mention the Language Acquisition Device, but there was less detail about the critical period to learn language. There were very few responses gaining full marks, with most gaining 3 marks.

This response gained 3 marks

1 Chomskys language acqusition device could be used by the practitioners by repeating words to prisma as at this be using simple one word Sentences age she should auso be used by prisha 2 This could theory her time around adults Spending MOSE OF early years practitioners speaking to the and work because her. This would nrisna In better period and learns Critical the and older children. aduits

In these answers the learner has shown an understanding of two aspects of Chomsky's theory, but the application element was repetitive and so could only be awarded 1 mark. This response gained 0 marks

(---) 1 The early years practitioner would read simple books to pusha, so that it develops putter- horded development, she will get used to being around Longueres er and it advance her vo cab later on init years practitioner could 2 Th arthetes and provide her with the equipment recornes to play actives that promote Asa anyraye development.

There is no mention of Chomsky's theory and so no marks could be awarded.

Question 1(d) - 8 marks

This was the first extended question and learners needed to discuss how practitioners could use Bowlby's theory of attachment to understand Prisha's behaviour when she arrived at nursery.

The majority of learners were able to achieve marks within the level 2 mark band, which indicates they were able to give some description of Bowlby's theory and make links to the case study, although these would not be fully explored. It was good to see the role of the key person was being discussed and how it linked to Bowlby's theory in many of the answers.

This response gained 8 marks (top of level 3 mark band)

Bawloy believed each child will form a secure attachment or attachments twith primary Care givers. Tous is evident. as Phisha cleany has a strong attachment with both her mother and the practitioner, sophie. & When Prisha arrives at musery she looks for sophie and When she finds her she feel lelaxed and Comforted which shows her secure attachment of she physics being with sophie Havever 16 Prisha Ornives at nursery and didnt see Sophie she would become anxious and feel uncomfortable, She then Clings to her mother which shows her distress about leaving a primary care giver without having someone there who she has an altachment with The fact Prisha. Clings to her mether and her behaviour is Unsettled Shows Seperation anxiety which is another part of Bouldy's theory Prisha is Collowing Beully's theory and it can clearly be seen a She is contacted by boom going form a main care gives to anather but it she is gaing from her main Care given to

This response shows a good understanding of Bowlby's theory of attachment, discussing the impact of having a secure attachment and separation anxiety. There are strong links to the case study and points are written in detail and directly linked to Prisha.

This response gained 5 marks (middle of level 2 mark band)

1000Bowlbus dren enu CN. - att €77 MI Can ti Nesi คเพ. Experien pa W.I ogment

This response has some description of Bowlby's theory and the learner has correctly described the strong attachment between Prisha and her mother. They then go on to mention separation anxiety, but not the impact on Prisha's behaviour. This response is good but not as detailed as the previous one. Links are made to the case study, but they are not as well developed or detailed.

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

Practitoners can use Baulby's theory of attachment as he said that all their children make a main allachment. This is mainly to the mother or the rather. This means that it is not unusual for the child not wanting to leave the mother as they are not used to it or they are scared as they may have never left the parent for a long period a time. The practioners can then understand this and be there when she arrives to support and encourage her to say goodbye to her mum They can also use Bowlby's theory to provide her with a key person so that she can then form on attachmere to her as this will help her want to go to school and will also make it easur for her 60 soy goodbye to her mother when she comes to drop her opt.

In this response the learner has made brief mention of Bowlby's theory but there is only a superficial link to the case study.

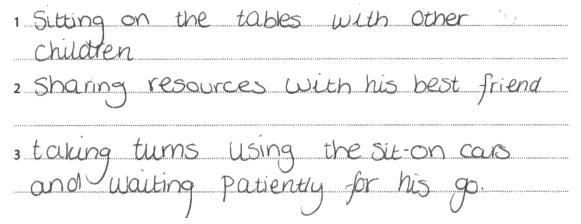
Question 2(a) - 1 mark

This question was multiple choice and the learners had to select the aspect of Maslow's hierarchy which would support basic physical needs. The majority of learners selected the correct answer of 'exercise', although approximately 10% of learners chose an incorrect answer.

Question 2(b) - 3 marks

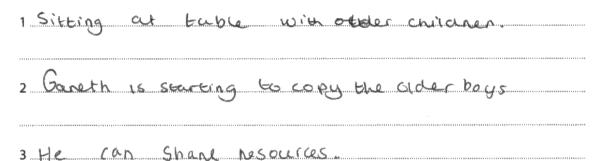
The command verb in this question was 'list' and the vast majority of learners were able to list three ways from the case study which showed Gareth meeting social development norms. However, the response 'sitting at the table with other children' was incorrect, but it was given by some learners.

This response gained 3 marks



The learner has achieved one mark in response 2 and two marks in response 3.

This response has gained 2 marks



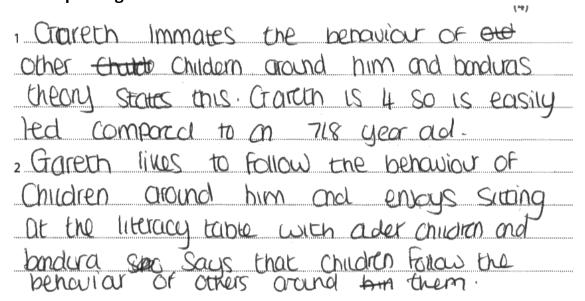
Sitting at table with older children is incorrect, as this does not meet a social development norm. However the response 'Gareth is starting to copy the older boys' would be appropriate at this age, as is 'he can share resources.'

Question 2(c) - 4 marks

This question required learners to describe two ways Bandura's social learning theory could help practitioners to understand Gareth's behaviour. Most learners were able to gain at least two marks from this question, with marks being gained for showing understanding of the theory, by stating how Gareth observed other children and copied their behaviour. Role models were not so frequently mentioned. The two examples given in the case study were often written in the responses but not linked to the theory very effectively. This response gained 4 marks

This learner has written two linked responses in a concise manner to achieve full marks. They have shown a good understanding by selecting relevant information from the case study and linking to the theory.

This response gained 1 mark



This learner has achieved one mark by stating children imitate the behaviour of others. However, the rest of the answer is repetitive and although the learner has tried to apply the theory to the case study, this is not successful.

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 Gareth's cognitive development. In general, learners showed a good understanding of the zones of development and were able to describe the zone of actual development and the zone of proximal development.

The application to the case study was where some learners lost marks, although the majority were able to achieve level 2 mark band. Some learners were able to make good use of their understanding of how hearing impairment might affect cognitive development and linked this to the scaffolding aspect of Vygotsky's theory. The 'More Knowledgeable Other' was mentioned by some learners but they did not often link it to the information given in the case study that Gareth sits at the literacy table with older children.

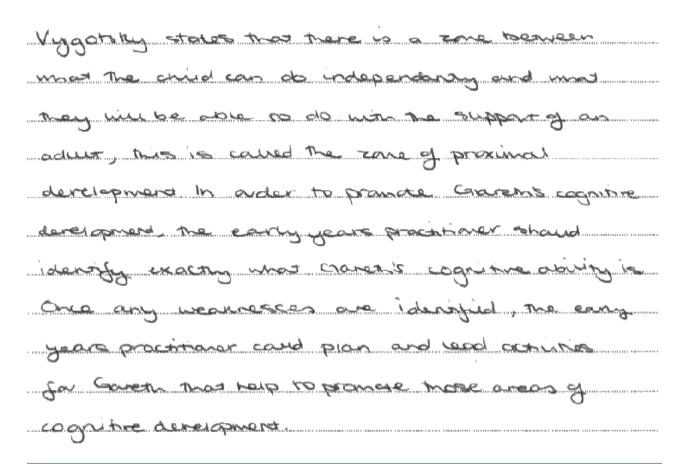
Those learners who achieved in level 3 mark band tended to be those who could describe scaffolding and discuss how this enables practitioners to support children with their cognitive development.

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

vygotsuy's theory of the zone of actual and proximal development can be used to help promote Gareth's againing development. He could have one particular practitioner helping him with this, for example if he is learning to count past 10. Gareth will be in the zone of actual development, where he can count to is but no further, with no Support. This is where the practitioner can help. him count past 10, in the Zone of proximal development, with the support. They can plan activities based on Gareth's interests, for example te lives playing with construction so they can count while building a tower. The pracriticher can keep helping Gareth Until She minus he might be use to de it independenting without her Support, which is the last port he can do it independently by the fadas using this method could help all arreas 5 cognitive development. The MIGHAD JO MUST SUPPORT with newspier much as we needs befo independently.

This response contains clear description of the zones of development and they have made the link to scaffolding. There are relevant examples given to support the statements they are making, which link well with the information given in the case study. If the learner had included a definition of the different zones or included details about 'More Knowledgeable Other', then this response would have achieved full marks.

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



In this response the learner has described the zone of proximal development, but the rest of the answer is generic to promoting cognitive development and is not linked to the case study. Therefore, there is no application of the theory which is needed to demonstrate understanding; this would be required for the answer to move into the higher level mark bands.

<u>Q3(a) - 2 marks</u>

This question required the learners to identify two opportunities outside of school, mentioned in the case study, which would develop Konrad's social skills. The vast majority of learners were able to do this successfully and achieve full marks.

This response gained 2 marks

1 activity sessions at the leisure centre. 2 Stary time at the community library

Both answers are correct and the learner could have selected extended family celebrations or attending after school clubs, which would have also have been correct.

Q3(b) - 2 marks

This question asked learners to identify two examples from the case study which show how Konrad is meeting his cognitive development norms. This question was answered well. Some marks were lost as learners described how Konrad spoke English and German at home, but this is linked to language development rather than cognitive development.

This response gained 2 marks

1 He can do simple addition.

2 He enjoys looking at books at the libary.

This answer gained full marks.

This response gained 1 mark

2 Sorts objects into catagorise

This is an example of how a mark was lost by the learner because they included the speaking two languages.

Question 3(c) - 4 marks

In this question learners had to describe two ways the teacher could use Skinner's theory to support Konrad's development of phonics. As neither positive reinforcement nor operant conditioning were mentioned in the question, these were credited if the learner included them in their answer. This question requires learners to make two statements regarding the theory and then link these statements to the case study or to how phonics could be developed. There was ample opportunity to collect marks on this guestion as reward/praise/non-verbal positive reinforcement were among the answers the learners could have given. Most learners were able to achieve at least 2 marks on this question.

This response gained 4 marks

They can use operant coniditining to help him with phonics as he will be given praise when he does something correct 2 They can use positive reincorement to give hum a reward is he gets a certain amount of words right or If he unproves allot in his work.

This answer is precise and in both answers the learner has mentioned an aspect of Skinner's theory and applied it to how the teacher could support Konrad's learning of phonics.

This response gained 2 marks

1 Skinner could be used by reward and praise to by when Konrad was doing phonics and got It right he could be rewared and praise & to make him want to get the nght. 2 Also could be done through punishment if ne gers then wrong or isn't trying he could be punished by less time doing what he enjoyi, this would make him try harder.

The marks in this response were gained in the first answer which describes rewarding/praising a child for getting something right. Although negative reinforcement is part of Skinner's theory, it would not support a child's learning and so is not rewardable with any marks.

<u>Q3(d) - 8 marks</u>

Learners needed to discuss how Bronfenbrenner's theory could be used to understand Konrad's social development.

This question was not answered as well as in past papers. Most learners were able to show a basic understanding of the theory by stating the different systems together with an outline of each, however without relevant application this would remain in level 1 mark band. Some learners were able to extract some relevant aspects from the case study to illustrate the micro-system, but learners do not appear to be as secure in their understanding of the meso-system and other systems. Those learners who were able to correctly apply the meso-system went on to score higher marks in this question.

Some learners appeared to be confused because Konrad speaks two languages at home and they wrote about the impact of this on his social development however unless this was linked to Bronfenbrenner's theory it would not have gained marks.

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

Bronfenbrenner's ecological systems theory suggests how the environment and local surroundings can affect a child's development holistically. His model of the systems is made up of fire parts starting with the Microsystem. The Nicrosystem discusses how relationships can affect a child's development konrad lires with both his mum and and, is part of an extended family which often meets at celebrations. The Nesosystem describes how jobs interrelate with a childy development and Comes after the Hicrosystem. In this case, both of Konrad's parents work and this means he has to go to ofter school club. The exosystem comes next. After that, macrosystem, describes now politics or culture affect a childy development for example if the government introduced have just browght with 30 hours of free childcare which haved be beneficial to konrad's parents as they both HORK. In addition, konrad gets to spend time with his family at celebrations do il being offected by the macrosystem finally comes the chronosystem and describes the timing of all the events raking place in the environment, and how this agrects the child's noustic development.

This is a good answer with understanding shown across the range of Bronfenbrenner's different systems. There are strong links made to the case study. If the learner had explained the meso-system in more detail, this response would then have achieved full marks.

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

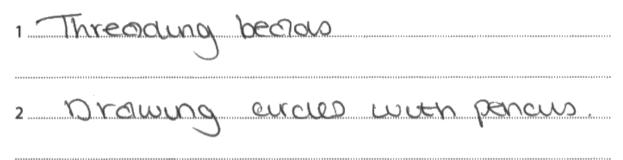
in konrads miciosystem is school his family at home and his teachers These are people he interacts with n a daily basis. The relationship with these people Ore konoads mesosystem. His filends at school may change konrad's behaviour. His teacher helps and encourages him to learn and develop his parents will have bonds and altachments with konrad. Konrod's macrosusten will be his Wider Family who he will have ttac ments with Very Strong one as ne see then often, but they do still have an impact on his SUSTEM IS THE TIMEe. (Total for Question 3 = 16 marks)

In this response the learner has shown some understanding of Bronfenbrenner's theory. Some links have been made to the case study, but these have not been developed or discussed in detail. They have not included any of the different aspects of Konrads life, such as the activities he participates in outside of school. The response is generic and could be applied to any child of school age, therefore this remains at the bottom of level 2 mark band.

Question 4(a) - 2 marks

Learners had to identify two activities, mentioned in the case study, which promoted fine motor skills. This question was well answered and in most cases the full two marks were achieved.

This response gained 2 marks



The learner has identified two correct responses in this answer.

This response gained 1 mark

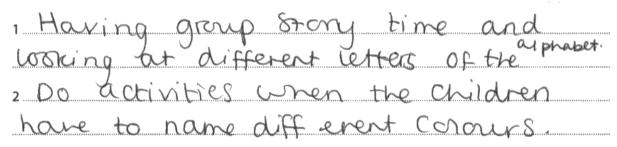
1 Cooldination of the beads being threaded 2 placing correct Size order, usual thunking.

This is an example of a learner choosing an example of an activity to promote cognitive development, rather than physical fine motor skill.

Question 4(b) - 2 marks

In this question learners had to identify two activities which the early years setting in the case study were using to promote literacy and most learners were able to do this successfully. A few learners linked to cognitive development instead of literacy and wrote 'naming the colours of the beads', which was incorrect.

This response gained 2 marks



The learner gained both marks in the first response. The second response is incorrect.

Question 4(c) - 4 marks

Learners were required to describe two ways Piaget's theory could be used to promote numeracy skills. The question did not specify which theory was to be discussed and so answers given about schemas and stages of learning were both credited. Despite this, numerous learners did not achieve any marks on this question.

Some learners were able to name the correct stage, which was pre-operational, and some then went on to make a link to promoting numeracy. Learners who selected the incorrect stage were not able to gain any marks. A smaller number of learners described schema but very few of these could go on to apply this to numeracy. Conservation of mass/volume was sometimes mentioned, but in general this was poorly described and not linked to the case study.

This response gained 4 marks

1Plagets schematic development wil help to develop numerily scills by giving children opportunities to explore mathematical materials with as the beads and sorting chars. This age and stage appropriate for the cuild and hands on activity where they will be able to learn to develop the concepts (numbers and colors) from their experiences. 2 Maturns 5 Plagets cognitive stages that outdren a the pre-operational stage (2-7 years) can begin to use the materials in their environment, therefore cannot think of more than I aspect at a time so by making one the child is only sating to colors will be beneficial because they cannot think legically yet. This could be why the child stages with matching tizes of the cards.

This was a good response which achieved full marks. The learner has shown a good understanding of schema, linking to learning through experiences. The second response is detailed and makes links to practice and the case study. Examples given do include reference to learning colours, as well as numbers. Colour relates to cognitive development rather than numeracy, however there is still sufficient information to warrant full marks if the incorrect work is ignored.

This response gained 1 mark

(4) Privat bettered children learner rough experiences so Nadio nq the bends with Prartide understand reds WW WIP then w 2 Providing different Opportu could 60 Play with improve her Slate gross S motor the and eg: COLOWITOG with a ball Playing

This learner gained one mark for stating children learn through experiences. If they had linked this to numeracy rather than fine and gross motor skills they could have increased their mark.

Question 4(d) - 8 marks

A discussion of how Bruner's modes of cognitive representation could be used to promote Nadia's cognitive development was needed to answer this question. Learners could often describe the three modes with examples given for each. Relatively few learners selected the correct mode for Nadia's age, this was the iconic stage. Without selecting the correct mode, the response stayed in the bottom half of the marks. Information was given in the case study which should have enabled the learners to access the level 3 mark band, if applied correctly.

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

Bune's theory of the three modes of cognitive representation-enactive, iconic and Symbolic-can be used to promote Madias cognitive development since Nadia is three-years dd, she will be in the leanie Stage This means that readiar will be able to plocess new information and leave boot through the use of icons, pictures, abjects, flashcards etc. This is exemptified in the case study when Corrine, the early years prototitioner uses plashlaids of different Sized today bears for en contrine activity that will promote Nadia's cognitive sticuts of sorting and matching objects. The use of images, Usual representations win icons, flash conds and Learning and accompanand Nadia hough the cognitive skills, the Consequently ation of her premotena her overall cognitive development

This response includes a good discussion of Bruner's theory. The learner has identified the correct stage for Nadia and the examples given are age appropriate. Detailed links are made to the case study. If further links had been made to show how Nadia is progressing towards the symbolic mode or how scaffolding could support Nadia then this answer would have achieved full marks.

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

Bruner's modes of cognitive representation can be used to promote Nadia 's countive development. The fust mode is Enabline where learning is more defined by physical movements. The nursery could encourage. Nadia to count on fungers and do a simple nursay rhyme to link with role play waking such as Pat a cake The second mode is Iconic. This mode is more defuned by thoughts into mental images and/or pictures. Nadia could begin to look at pidure books with words and have a practitioner support to help. The 3rd & final stage issumbolic this is where chuldien can see the link between words & pictures and usethis to help with their learning For occumple, the nursery could help Nadia promote cognitive development and learning by seeing if she can match pictures with names. These modes of representation also lunk un with Bruner's theory of Scaffolding. Scaffolding is where you support the child a give help it needed. Throughout the Modes of cognitive representation whis is needed

In this response the learner has described the three modes of cognitive representation, with some relevant examples, however they have not made the link to the stage Nadia is at. At the end of the answer they have included information about scaffolding, which has moved the mark up to the bottom of level 2 mark band.

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

Children Learn through 3 modes of Cogniture representation. These modes are enactive, iconic and symbolic Enactive means that they learn by carrying Out hands on activities, such as rolling a dice and counting the spors. This would help them to develop their symbolic numeracy skills. would means that they learn by looking a pictures or Welcos, such as learning the months by looking at pictures that represent that month I conic means that they leave by watching an activity and then copying it, for example you could play a circle game where they have to copy the actions of a certain person.

The learner has identified the three modes, however they have only described one accurately. There are no links made to the ages for each stage.

SECTION B

Question 5 - 12 marks

Learners had to analyse how asthma and frequent chest infections may affect four year old Hulin's physical, cognitive and social development and progress in school.

The majority of the marks for this question fall within level 2 mark band, which is an improvement on how this question performed in the last paper. Learners were generally able to comment on the effect on his development, although most lacked an in-depth analysis. The impact on social and cognitive development tended to be answered more fully than the impact on his physical development. Many learners stated his fine motor skills would be affected, which is incorrect. The detail on how physical development would be affected tended to be generalised statements, rather than specific aspects. Learners who achieved well would include information such as limited stamina, lack of skills such as throwing a ball or riding a bike.

There were very few links to theorists, but some included aspects such missed opportunities for scaffolding (Vygotsky) or learning through observing and imitating others (Bandura).

It was disappointing to see how few learners discussed how the practitioners could support Hulin with his illness to reduce the impact on his development.

This response gained 9 marks (bottom of level 3 mark band)

Hulin's ill health can affect his holistic development. In a number of ways, which could cause him to fall behind in all areas of development.

Hulin's ill health can severely affect his physical. development because asthma and chest infections are physical illnesses, which means that it may be harder for Hulin to be active. For example, if Hulin's reception class has PE lessons, Hulin may struggle to jain in because his chest hurts, or because he gets breathless. Children need to be active in order to grow and develop properly and reach their milestones, and if Hulin can't be active, he may fall benind in his developmental norms. Also, if he isn't active, his gross motor skills aren't given enough chance to develop and he May not be able to control them as well as other children the same age as him.

Hulin's health can affect his cognitive development,

especially if he is away from School a Lot, e.g. from attending hospital appointments. He won't be given the same chances to succeed as other children his age. For example, he may miss out "themed todays, such as visits from `people" who help us', which develop his understanding of the world. He also won't be able to develop well in some of the areas of the EVFS, eg. (literacy and numeracy, because he isn't at School so teachers con't scaffold work for him and help his cognitive development. This may also mean that he doesn't have good school readiness, and may cause him to fall behind in Year 1 as well.

Finally, his social development may be appealed because whilst Hulin is off school Ill, everyone is making friends and juring in with each other. So when he comes back in, to school, there isn't anyone for him to play with. His social develop-Ment is also impacted if he isn't developing the Skills to share or take turns, because other children might not want to play with him if he can't share or take turns with them.

This answer shows a detailed understanding of the effects of asthma and chest infections and strong links have been made to cognitive and social development. They have made links to how it would affect Hulin's progress in school, with the links to the EYFS. Mention has been made of scaffolding, which shows understanding by indirectly linking to theories. They have also included relevant age/stage of development milestones: learning to share and take turns, and transitions: moving to year 1.

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

At the age of 4 years, a child should be able to nun, pedal a tricycle and climb. As Hulin has asthma and frequent chest infections he will striggle with his breathing when taking part in any high physical activities like running because of his asthma. This will effect his physical clevelopment and his progress in school as he wont be able to do as much as the other children.

When Hulin gets a chest infection his asthma will increase therefore further affecting his breathing. In lessons he will be wheezing and cougning which will mean that he misses out on certain things being said and taught. This will impact gradually on his cognitive development as he will not be as clear on things as the other children. As Hulin has asterna and will need to have an inhalter in school with him the children around hum may became cursus and ask questions to him about his inhalter and his condition. This will therefore positively impact his social life because he has something that others may not so they will want to learn about it. Hulin's asterna will effect his breathing therefore affect how tired he gets when he is taking part in physical activities such as pedaling on a tricycle. This will effect his physical development in both a positive and negative way; this is because he will still be exercising but not as much as the other children who do not have asterna are.

When Hulin has a chest infection he may have to take time off school so therefore he misses out on taiking to his friends and this will impact on his social development because he will not be interacting as much at have (with family than redges in his reception class In conclusion, Hulin's ill nearth has both a mixture of negative and positive affects on his physical cognitive and social development.

This learner has made links between the impact of asthma and the different areas of development. They have included information on relevant milestones of development linked to physical development and have included that he might use an inhaler. However, the information on the effect on cognitive development is very limited and although social development has been explored, it has not been analysed in detail. This means the answer remains in the level 2 mark band.

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

Huin may be affected by his asthma and chest infections for many reasons. His physical development mary be affected as he may not be able to participate in certain activities for example he may not be able to join in with lessons like p.e. as the activities cand trigger his asthma. His cognitive development could be affected as he may have to go to doctors orppaintments meaning he could miss out on key factors of his learning. He could also be 600 ill to concentrate in class and strupple to understand the concepts. His social development May be affected as he could miss out on making new friends due to him not being in school or he could be left out increase if some children think

that he is different to them.

This response shows a limited understanding of the impact of asthma and examples are not age /stage appropriate. The majority of the answer is superficial and not developed. There is limited analysis of the impact of ill health on a child.

Question 6 - 14 marks

In this question the learners had to evaluate how knowledge of nature and nurture can help early year's practitioners to understand a child's overall development.

Most learners started with a definition of nature and nurture, which was an appropriate thing to do, however if they did not understand the basic concept then the marks they could gain were very limited. Some learners thought nature was to do with the environment and nurture was how you cared for a child (nurtured them).

Learners were able to select relevant theorists for each side of the argument, which some then went on to compare. However, not all of these theories were linked to development or how the early year's practitioner could use this knowledge to influence their practice.

The learners who gained the highest marks were those who focused on how knowing the different aspects of nature and nurture could help practitioners to support children in their development. For example, knowing some learning disabilities were genetic and so the nature aspect, but the impact of the disability could be reduced if appropriate support was given by the practitioner (nurture).

Very few learners were able to achieve level 3 mark band and this was due to a lack of coherency and logic in the answers, together with limited evaluative skills being shown. These responses to these questions may be improved in learners completed a brief plan first.

This response gained 12 marks (middle of level 3 mark band)

Nature is the childs genetics and what they are born with and nurture, is how the child is brought up and now the environment impacts their development. If a child is give gifted - then they are bon with a higher IQ and don are particularis sood at core subjects. If the child is taiented - they are have a Skill For one Particular subject. Naturo can affect a child's development in many ways, because the child may be born with a disability which is present at With, For example: Down's syndrome or cerebal parsowhich will give the child a global development dela which means the child will be delayed in an areas of development, early years practitioners will need to ensure that these children are given a lot of support, in order For them to be able to develop on the other hand, nature can mean that children are born with the advanced ability to pick up concepts and activities and practitionels need to be able to make sure mat these children are supported to be able to move onto the next stage of development, and that the level of difficults is increased, relating to Bruner's idea of Scaffolding. The adult role is essential for both

Mat they are supporting children unom strussip

or are benind in their development, but also making
sure that children are encouraged and supported to
furmer their development to a higher level of difficung
The environment also plass an important role in how
a child develops. This could be both positive and
negative impacts on the child. Firstly, if the child
is from a poor background, they may have less resources,
pool health and diff, lack of social skills-and this means
that the child Mas need and require a lot of support
in their learning and their development and may also find
it haid to form attationments with adults and children.
Children will also require a lot of emotional support.
The positive factors of the environment are that
children are stimulated, they may be exposed to a lansuage
(ich environment, have many resources to stimulate
their learning- and they may not require as much
emotional support from practitioners. It is important
that plactifionels encourage and constants use positive
reinforcement-in order tor the child to reach their
Potential overall development.

This response shows an in-depth understanding of the effects of nature and nurture. They have shown evaluative skills by looking at the positive and negative aspects of each. They have made strong links to the effects on development and included the role of the early year's practitioner throughout. Examples are relevant to early years and there is an understanding shown of theories, which although not mentioned explicitly, are referred to appropriately. The learner has not drawn a conclusion, but there is a logic to how the arguments are presented.

This response gained 10 marks (top of level 2 mark band)

could be poor ave to not being able to accord
foods for a baranced diet and could wad to
mainurishment. to liesure activities being
unavailable could lower emotional and social
development due to being upset about not
having entertainment. Stress in a household or
anose cun effect emotional, stress at a
young age an essect brain development.
Not being able to afford transport could prevent
being abre to ge to school This will impact
menuctual duniphent as resources to wain and
a teacher to help won't be available. This would
effect future as an adult.
Nuture also helps with developing morals
and using expirences to coard new trings
Day Hips and the friends we make influence
our emotional and social as men as agnitive
understanding. Bronnfenbrenner autid be a
the onist that supports NUTURE as he become the
environment greaty intuenes all areas of

owelepment.

This learner has demonstrated a good understanding of the nature/nurture debate. The examples they have given are mostly relevant and are clearly linked to the impact they have on development. The response discusses that nurture can take a lot of different form and practitioners need to be aware of this and provide relevant support. Links have been made to theories. There is no conclusion, the evaluation is limited and the role of the adult is not fully explores, therefore this response could not go into level 3 mark band.

This response gained 4 marks (middle of level 1 mark band) to the second or duridervent Nature is the behaviour 1 of a child

influenced biologically egigenes. Where is nurture is environmentally.

Carly years practitiones could use this by knowing if a child has anger issues of certain health conclutions which could potentially be be passed down through his family. They can use Alexander her this tourise knowledge by providing the child with easy eccentry sensible and circuites which

They can use chansky's the LAD (language aquisition durice) which is also a norture theory as and Provide useful actividies for the children which will here inprove their innote ability to acquire language.

If a clied is struggling to learn and is finding it difficult this may be due to problems at home which is a Nurture affect.

A childs micro system is mainly vurtice and is this is not switch the a well-kept- environment then (Ait) be strucquing emotionally Provelity would be able to see this if the child quiet and is no not participally or uncroused activities

This response shows a limited understanding of the nature/ nurture debate. Some examples have been included but these are not fully described or extended. The learner has attempted to make links to theories but this is at a basic level. There is no discussion of how a knowledge of nature and nurture could be used by the practitioner to support children or promote development.

Summary

Based on their performance on this paper, learners should:

- Learners should take careful note of which aspect of development is being asked for in the question, as sometimes it will be specific. For example: fine motor skills (physical development) or numeracy (cognitive development).
- 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 milestones to be able to identify the relevant information from each of the case studies.
- Understand age-related theories such as Bruner and Piaget and write about the one appropriate to the child in the attached case study.
- 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.
- Learners should consider writing a brief plan for questions in Section B, to enable answers to be coherent, logical and come to a conclusion.
- If learners continue onto a blank page in the answer booklet, they need to make a note of this at the bottom of the relevant question, so examiners are aware the answer continues.
- Avoid repetition within their answers.







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