



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.

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# Unit 1 – Children’s Development (31597)

Grade	Unclassified	Level 3		
		P	M	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**

- (3)
- 1 Prisha Crawls to reach building blocks
  - 2 Prisha pulls herself into Standing Position and Cruises.
  - 3 Prisha bangs the blocks together with one block in each hand

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**

- 1 Crawling Holding blocks in her hands.
- 2 Pulling her self up ~~pe~~ using the table.
- 3 ~~Rear~~ Reaching out to grab toys.

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 acquisition device could be used by the practitioners by repeating words to prisha as at this age she should be using simple one word sentences.
- 2 This theory could also be used by prisha spending most of her time around adults and the early years practitioners speaking to her. This would work because prisha is in the critical period and learns better from adults and older children.

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 could read simple picture-worded books to prisha, so that it develops her language development, she will get used to being around language and it advance her vocab later on in life.
- 2 The early years practitioner could also organise and provide her with the equipment and resources to play activities that promote her prisha's language 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)**



Bowlby believed each child will form a secure attachment or attachments with primary care givers. This is evident as Prisha clearly has a strong attachment with both her mother and the practitioner, Sophie. When Prisha arrives at nursery she looks for Sophie and when she finds her she feels relaxed and comforted which shows her secure attachment as she enjoys being with Sophie. However, if Prisha arrives at nursery and didn't 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 attachment with. The fact Prisha clings to her mother and her behaviour is unsettled shows separation anxiety which is another part of Bowlby's theory. Prisha is following Bowlby's theory and it can clearly be seen as she is comforted by ~~being~~ going from a main care giver to another but if she is going from her main care giver to someone she has no attachment with she ~~get~~ gets distressed.

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)**

Bowlby's theory focused on how children need to have a strong attachment to their parents/careers to allow them to build further and multiple relationships with others. The setting can use Bowlby's theory to understand Prisha's behaviour by observing how she reacts when her mother leaves, due to Prisha having a strong attachment towards her mother she is capable of trusting others due to having experienced attachment. Moreover, as Prisha is happy to be left with ~~Sophie~~ Sophie it shows Bowlby's theory in practice as Prisha is able to form bonds without her mother but through her development of attachment allowing her to have experience on what attachment is meant to effect her. Alternatively, due to Prisha's attachment to her mother Bowlby had suggested that children will have separation anxiety, in which case happens with Prisha when she clings to her mother, unless she is with Sophie. This affects how she is able to enjoy and interact within her environment.

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)**

Practitioners can use Bowlby's theory of attachment as he said that all ~~the~~ children make a main attachment. This is mainly to the mother or the father. 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 of time. The practitioners 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 an attachment to her as this will help her want to go to school and will also make it easier for her to say goodbye to her mother when she comes to drop her off.

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**

1. Sitting on the tables with other children
2. Sharing resources with his best friend
3. taking turns using the sit-on cars and waiting patiently for his go.

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

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

1. Sitting at table with other children.
2. Gareth is starting to copy the older boys.
3. He can share resources.

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**

- 1 Bandura believed children observe and imitate behaviour. Gareth is copying the other children's behaviour eg: Putting on their coats
- 2 Whether the behaviour is negative or positive, Bandura stated that children will still copy it. eg: Gareth joining in on the other children running and shouting in doors

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**

- 1 Gareth imitates the behaviour of ~~the~~ other ~~child~~ children around him and Bandura's theory states this. Gareth is 4 so is easily led compared to an 7/8 year old.
- 2 Gareth likes to follow the behaviour of children around him and enjoys sitting at the literacy table with other children and Bandura ~~says~~ says that children follow the behaviour of others around ~~the~~ them.

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)**

Vygotsky's theory of the zone of actual and proximal development can be used to help promote Gareth's cognitive 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 10 but no further, with no support. This is where the practitioner can help him count past 10, in the zone of proximal development, with ~~her~~<sup>their</sup> support. They can plan activities based on Gareth's interests, for example he likes playing with construction so they can count while building a tower. The practitioner can keep helping Gareth until she thinks he might be able to do it independently without her support, which is the last part. If he can do it independently by the end, ~~then~~ using this method could help all areas of Gareth's cognitive development. The practitioner must support him however as much as he needs before getting it 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)**

Vygotsky states that there is a zone between what the child can do independently and what they will be able to do with the support of an adult, this is called the zone of proximal development. In order to promote Gareth's cognitive development, the early years practitioner should identify exactly what Gareth's cognitive ability is. Once any weaknesses are identified, the early years practitioner could plan and lead activities for Gareth that help to promote those areas of cognitive development.

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.

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

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 Story 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 library.

This answer gained full marks.

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

1 Speaks both languages at home

2 Sorts objects into categories

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 question 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**

1 They can use operant conditioning to help him with phonics as he will be given praise when he does something correct.

2 They can use positive reinforcement to give him a reward if he gets a certain amount of words right or if he improves a lot 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 by when Konrad was doing phonics and got it right he could be rewarded and praise to make him want to get the right.

2 Also could be done through punishment if he gets them wrong or isn't trying he could be punished by less time doing what he enjoys, 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.

### **Q3(d) - 8 marks**

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 five parts starting with the microsystem. The microsystem discusses how relationships can affect a child's development. Konrad lives with both his mum and dad, is part of an extended family which often meets at celebrations. The mesosystem describes how jobs interrelate with a child's development and comes after the microsystem. In this case, both of Konrad's parents work and this means he has to go to after school club. The exosystem comes next. After that, <sup>the</sup> macrosystem, describes how politics or culture affect a child's development. For example, if the government have just <sup>introduced</sup> ~~lengthened~~ 30 hours of free childcare <sup>this</sup> ~~which~~ would be beneficial to Konrad's parents as they both work. In addition, Konrad gets to spend time with his family at celebrations so it being affected by the macrosystem. Finally comes the chronosystem and describes the timing of all the events taking place in the environment, and how this affects the child's holistic 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 Konrad's microsystem is school, his family at home and his teacher. These are people he interacts with on a daily basis.

The relationship with these people are Konrad's mesosystem. His friends at school may change Konrad's behaviour. His teacher helps and encourages him to learn and develop and his parents will have bonds and attachments with Konrad.

Konrad's macrosystem will be his wider family who he will have bonds and attachments with but not very strong ones as he doesn't see them often, but they do still have an impact on his life.

Chronosystem is the environment's and government's effects on Konrad.

(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 Konrad's 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**

1. Threading beads
2. Drawing circles with pencils.

The learner has identified two correct responses in this answer.

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

1. Coordination of the beads being threaded
2. placing correct size order, visual thinking.

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**

1. Having group story time and looking at different letters of the <sup>alphabet.</sup>
2. Do activities when the children have to name different colours.

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**

1 Piaget's Schematic development will help to develop numeracy skills by giving children opportunities to explore mathematical materials such as the beads and sorting colours. This age and stage appropriate for the child and hands-on activity where they will be able to learn to develop the concepts (numbers and colours) from their experiences.

2 ~~Matching to~~ Piaget's cognitive stages ~~show~~ suggests that children of the pre-operational stage (2-7 years) ~~can~~ can begin to use the materials in their environment. However cannot think of more than 1 aspect at a time so by making sure the child is only sorting to colours will be beneficial because they cannot think logically yet. This could be why the child struggles with matching sizes 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)
1. Piaget believed children learned through experiences, so Nadia playing with the beads with her Practitioner will help them understand what she needs
  2. Providing different opportunities for her to play with could improve her fine and gross motor skills e.g. colouring games, playing with a ball

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)**

Bruner's theory of the three modes of cognitive representation - enactive, iconic and symbolic - can be used to promote Nadia's cognitive development. Since Nadia is three-years-old, she will be in the iconic stage. This means that Nadia will be able to process new information and learn best through the use of icons, pictures, objects, flashcards etc. This is exemplified in the case study when Corine, the early years practitioner uses flashcards of different sized teddy bears for ~~an~~<sup>an</sup> activity that will promote Nadia's cognitive skills of sorting and matching objects. The use of images, icons, flashcards and visual representations will aid Nadia through the learning and accommodation of her cognitive skills, ~~the~~ consequently promoting 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 cognitive development. The first mode is Enactive where learning is more defined by physical movements. The nursery could encourage Nadia to count on fingers and do a simple nursery rhyme to link with role play (cooking such as 'Pat a cake'). The second mode is Iconic. This mode is more defined by thoughts into mental images and/or pictures. Nadia could begin to look at picture books with words and have a practitioner support to help. The 3rd & final stage is Symbolic this is where children can see the link between words & pictures and use this to help with their learning. For example, the nursery could help Nadia promote cognitive development and learning by seeing if she can match pictures with names. These modes of representation also link in with Bruner's theory of scaffolding. Scaffolding is where you support the child & give help if needed. Throughout the modes of cognitive representation this 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 cognitive 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 spots. This would help them to develop their numeracy skills. ~~Iconic~~<sup>Symbolic</sup> means that they learn by looking at pictures or ~~pictures~~<sup>visual aids</sup>, such as learning the months by looking at pictures that represent that month. Iconic means that they learn 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 join 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 behind 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 <sup>on</sup> themed ~~to~~ days, 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 EYFS, e.g. literacy and numeracy, because he isn't at school so teachers can'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 affected because whilst Hulin is off school ill, everyone is making friends and ~~joining in~~ <sup>playing</sup> with each other, so when he comes back in, to school, there isn't anyone for him to play with. His social development is also impacted if he isn't developing the skills to share or take turns, ~~because~~ <sup>and</sup> 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 run, pedal a tricycle and climb. As Hulin has asthma and frequent chest infections he will struggle with his breathing when taking part in any high physical activities like running because of his asthma. This will affect his physical development and his progress in school as he won't 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 coughing which will mean that he misses out on certain things being said and taught. This will impact gradually on his cognitive <sup>development</sup> ~~behaviour~~ as he will not be as clear on things as the other children.

As Hulin has asthma and will need to have an inhaler in school with him the children around him may become curious and ask questions to him about his inhaler 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 asthma will affect his breathing therefore affect how tired he gets when he is taking part in physical activities such as pedaling on a tricycle. This will affect 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 asthma are.

When Hulin has a chest infection he may have to take time off school so therefore he misses out on talking to his friends and this will impact on his social development because he will not be interacting as much at home / with family than he does in his reception class.

In conclusion, Hulin's ill health has both a mixture of negative and positive effects 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)

Timin may be affected by his asthma and chest infections for many reasons.

His physical development may 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 could trigger his asthma.

His cognitive development could be affected as he may have to go to doctors appointments meaning he could miss out on key factors of his learning. He could also be too ill to concentrate in class and struggle 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 ~~more~~ 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 child's genetics and what they are born with and nurture, is how the child is brought up and how the environment impacts their development. If a child is ~~gifted~~ gifted - then they are born with a higher IQ and ~~can~~ are particularly good at core subjects. If the child is talented - they ~~are~~ have a skill for one particular subject. Nature can affect a child's development in many ways, because the child may be born with a disability which is present at birth, for example: Down's syndrome or cerebral palsy - which will give the child a global development delay which means the child will be delayed in all 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 abilities to pick up concepts and activities and practitioners need to be able to make sure that these children are supported to be able to move onto the next stage of development, and that the level of difficulty is increased, relating to Bruner's idea of scaffolding. The adult role is essential for both nature and nurture, because practitioners need to ensure that they are supporting children whom struggle

or are behind in their development, but also making sure that children are encouraged and supported to further their development to a higher level of difficulty. The environment also plays 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, poor health and diet, lack of social skills - and this means that the child may need and require a lot of support in their learning and their development and may also find it hard to form attachments 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 language rich environment, have many resources to stimulate their learning - and they may not require as much emotional support from practitioners. It is important that practitioners encourage and constantly use positive reinforcement - in order for 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)**

Nature is the effect genes have on a child's development, therefore can affect characteristics and conditions. Nurture is the effect the environment has on a child's development. Both have an influence on overall development.

Examples of nature can include inherited conditions such as sickle cell anemia which can affect the health and physical development throughout the rest of the child's life. Appearance comes from genes and other things like height can be affected. How well a pregnancy is cared for can also play a role, for example drinking too much alcohol can result in alcohol fetal syndrome which delays development. Chomsky's theory suggests it's a natural thing for language to be innate, meaning it's already built in and can be learnt without much support from the environment.

Nurture is affected by the environment, this means the place you grow up in and the people around you. Growing up in poverty, for example would have a negative effect on development as opportunities to play could be limited affecting physical development. Health

could be poor due to not being able to afford foods for a balanced diet and could lead to malnourishment. ~~As~~ leisure activities being unavailable could lower emotional and social development due to being upset about not having entertainment. Stress in a household or abuse can affect emotional, stress at a young age can affect brain development. Not being able to afford transport could prevent being able to go to school. This will impact intellectual development as resources to learn and a teacher to help won't be available. This would affect future as an adult.

Nature also helps with developing morals and using experiences to learn new things. Day trips and the friends we make influence our emotional and social as well as cognitive understanding. Bronfenbrenner would be a theorist that supports nature as he believes the environment greatly influences all areas of development.

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 explored, therefore this response could not go into level 3 mark band.

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

~~Nature~~ or development:  
Nature is the behaviour of a child influenced biologically eg genes. Where as Nurture is environmentally.

Early years practitioners could use this by knowing if a child has anger issues or certain health conditions which could potentially be passed down through his family. They can use ~~practice~~ this <sup>Nature</sup> ~~part~~ knowledge by providing the child with easy ~~accessible~~ sensible ~~port~~ activities which will help their development.

They can use Chomsky's ~~the~~ LAD (language acquisition device) which is also a Nurture theory as and provide useful activities for the children which will help improve their innate ability to acquire language.

If a child is struggling to learn and is finding it difficult this may be due

to problems at home which is a Nurture effect.

A child's micro system is mainly Nurture and if this is not ~~suitable~~ ~~the~~ a well-kept environment then the child will be struggling emotionally, Practitioners would be able to see this if the child is acting quiet and is ~~no~~ not participating in grouped or ungrouped 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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